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ABSTRACT

In this manual, information for educators writing proposals for competitive funding is provided. All aspects of proposal development (including a timetable) and proposal writing are described in detail. Funding terms are defined. Writing performance objectives, outlining sample budgets, avoiding "turn-offs" in funding proposals, and utilizing methods of creative grantsmanship are discussed. Sample budgets are illustrated. Further information is provided on computer search services, applicant eligibility for competitive sources of funding, recent programs for local education programs, and other sources of Federal assistance and grant application advice. Federal legislation pertaining to grants is included. Suggestions are made with regard to the administration of federally funded school programs. (WI)

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Information Center For

Proposal Development

A Project Manual

1976-1977

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New York City Board of Education

The City School District of the City of New York

U D 019 115

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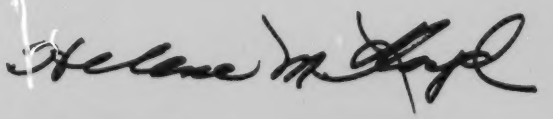
FOREWORD

This publication is the latest in the efforts of the Office of Funded Programs to assist districts and Central Divisions to improve the quality of reimbursable proposals and to obtain funds to support these proposals.

In recent years the federal-state governments have played an increasingly important role in supporting programs to meet the needs of the children and adults in New York City schools. Over the past two years the amount of special, state and federal funds has risen from $168 million to $207 million. This total does not include large federal allocations, such as ESEA Title 1 and Impact Aid Low-Rent Public Housing funds handled by our Bureau of ESEA Title 1. Neither does the total include special State funds for Pupils with Special Educational Needs ($52.9 million), and State funds for special reading ($5 million) administered by other offices. The total of all these special, state, and federal monies was approximately $395 million for 1976-77. This increase in federal-state support serves to dramatize the emergence of a three-way partnership involving the Federal Government, the State, and the City for the purpose of resolving the staggering problems affecting the education of children in our schools.

Appreciation for the publication of this excellent brochure is extended to Mr. David B. Sherman, Assistant to the Director, and to Mrs. Miriam Smith, Program Specialist of the Bureau of Special, State, and Federal Programs headed by Mr. Marvin S. Barondes, Director. Mrs. Irene Orlick and Ms. Barbara Fusco of the administrative staff are to be commended for their invaluable assistance.

Community school boards and staff are urged to use to the maximum the contents of this publication and to refer questions and areas of concern to Mr. Sherman and Mrs. Smith of The Information Resource and Retrieval Center for Proposal Development, Board of Education (858-4625).



Helene M. Lloyd
Assistant Superintendent

INTRODUCTION

In recent years we have witnessed increasing interest in the need to develop quality proposals for federal, state, and private sources of funds. The increased competition for available funds has given rise to the need for increasing the efficiency and cost-effectiveness of program and proposal development efforts and for providing more efficient procedures to communicate and plan cooperatively for the preparation of proposals.

The Information Resource and Retrieval Center for Proposal Development, funded with a grant under ESEA Title IV-C, was designed as a service center at which proposal developers can obtain and/or review data, research materials and sample proposals, and have the opportunity to consult with knowledgeable staff about various phases of the proposal development process.

Major project activities include the following:

- providing assistance to public and nonpublic school personnel in collaborative proposal development;
- providing workshops to assist potential proposal developers;
- establishing a data bank of pivotal statistical information;
- collecting resource information for research.

In support of these project activities staff have prepared this resource manual providing "hands-on" materials which writers of proposals need for creative grantsmanship, proposal development and management.

Sincere appreciation is extended to Mr. David B. Sherman, Assistant to the Director, and to Mrs. Miriam Smith, Program Specialist, both of whom worked tirelessly to produce this manual for our colleagues.

Acknowledgement and appreciation are also extended to Mrs. Irene Orlick and Ms. Barbara Fusco who, with dedication and skill, typed the manuscript.

Marvin S. Barondes

MARVIN S. BARONDES
DIRECTOR
BUREAU OF SPECIAL STATE
AND FEDERAL PROGRAMS

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INFORMATION CENTER FOR PROPOSAL DEVELOPMENT

PROJECT MANUAL 1976-77

This brochure is designed as a practical guide to assist the educational community in New York City in the more efficient development of proposals written for competitive funding.

The items included herein were selected on the basis of expressed needs on the part of clients who have used the services of the Information Center for Proposal Development during the 1976-77 school year.

Please complete the Reaction Form included with this manual to let us know which items in this publication you find most helpful, and what you would like to find in our next edition.

MIRIAM SMITH
DAVID B. SHERMAN
EDITORS

WRITING THE PROPOSAL

Proposals do not write themselves. They can neither be bought in the supermarket nor charged to your Master Charge account, nor do they occur as a result of some occult phenomenon. Despite the boundless efforts of some of the nation's greatest technicians in the field, the day of the computer programmed to write a fundable, competitive proposal has yet to arrive. Even the deepest of prayers have failed to produce a pre-packaged proposal. However, hard work, ability, determination and commitment have proven themselves to be a winning combination in getting a successful proposal written. (Rumor has it that the stars on your side and a little bit of luck also help.)

Once you have a very specific idea about the program for which the proposal is to be written, and the funding agency to which the proposal will be submitted, the actual work on the proposal must begin. Before the writing begins, per se, an exhaustive amount of planning and groundwork must be done. It is this phase of proposal writing which too many persons fail to emphasize; however, it is rare that a successful proposal results without careful planning.

Planning the Proposal

This phase of the proposal development process is the most difficult to describe because the actual planning which must be done for any proposal is determined by numerous variables. The guidelines/regulations issued by the funding source indicate those groups, agencies

and persons that *must* be involved in the planning phase of the proposal; the applicant is permitted no flexibility in this area when program regulations mandate the involvement of specific parties. The following groups/agencies are most often cited to be involved in the planning of proposals being submitted by LEAs:

District/Parent/School Advisory Committee
Institution(s) of Higher Education (IHE)
Nonprofit/Community Organizations
Nonpublic Schools/Agencies
State Education Department

These five categories are rarely mandated for involvement as a group in developing proposals; rather, it is from among this list that each set of regulations indicates which groups must be involved. For example, ESEA Title IV-C does not require IHE involvement whereas Teacher Corps does; the Emergency School Aid Act mandates the involvement of representatives from each of the aforementioned categories, with the exception of the IHE; and, the National Endowment for the Humanities (Elementary and Secondary Programs) does not specifically require that any of these groups be involved in the planning process, although the widespread involvement of many groups is *highly recommended* by NEH. (Note: When a funding source states that something is *highly recommended,* it usually means that it is *HIGHLY RECOMMENDED.*

If the participation of a particular group/agency is not mandated in program regulations, the applicant *may* include representatives from such groups in planning the proposal, where it is felt that their involvement will enhance the

quality of the program which is ultimately developed. A lack of statutory mandate to include a particular group is most often interpreted as *permitted* involvement; i.e., a group not mandated to be involved in the proposal may be permitted to participate, at the discretion of the applicant.

Once it has been established who must/will be involved in planning the proposal, initial planning sessions should be scheduled at the earliest date. In order to recruit representatives to participate in these planning sessions, it is advisable that a letter be sent after an initial telephone conversation has taken place. The usual reaction to a form letter saying,"... You have been chosen to be involved in the planning of our proposal. Report to this office on such-and-such date...." is a poor turnout at a planning meeting. Although making a string of telephone calls is tedious and time-consuming, there is great value in making this personal contact.

At the first planning session, as well as for each subsequent meeting, careful notes should be taken so that a record of the input of each participant exists. In this manner, the proposal writer has the advantage of citing the collaborative thinking and effort which will contribute to the final proposal. Citations count! Additional persons who should be involved in the programmatic aspects of the proposal include the Chief School Officer (Superintendent) or his/her designee, and those persons who will actually implement the program. The Chief School Officer is the person

who signs the proposal, and is therefore charged with the official responsibility for the contents of the proposal, as well as the implementation of the program. Any proposal developer would be remiss if those persons who will be closely involved with the program's day-to-day operation are not provided an ample opportunity to have input into the proposal's design; without the input of school principals, district coordinators, teachers, paraprofessionals and other school-based persons, the program often requires numerous modifications during implementation. At a minimum, it is advisable for these persons to review the first draft of the proposal so that required changes can be made before the proposal is submitted.

Other key activities within the planning process include a diligent review of the program regulations, funding criteria, point system for the review of proposals, the original law, information written in professional publications about the funding source, and previously funded proposals. Any discrepancy between these items and the program you are developing should be discussed with a program officer from the funding source. Program offices at the United States Office of Education and the State Education Department are usually very helpful; however, do not expect these program specialists to write the proposal, develop the programmatic thrust or do any of *your* work for *you*. Their job is to provide technical assistance (TA), which might include answers to such questions as:

Is the idea for our program in line with regulations?

Is the funding source looking for programs like our's?

Do allowable costs include items X, Y and Z?

What additional data should the needs assessment include?

Call the program specialists who work for the funding source. Have a list of specific questions ready before you call. These persons will answer your questions; it is a major part of their job.

A review of the current literature in the content area of the proposal should be ongoing during this period. Journal articles, books, key data and descriptions of the results of similar programs should be sought and collected. A note of caution: avoid overkill. A proposal is not a research paper or a dissertation. Reams of repetitive literature summarized in the proposal will bog down your efforts, weigh down the proposal and bore the persons who must review the proposal. The review of the literature should be concise, direct and on-target.

Needs Assessment

The needs assessment, which is the first narrative section of most proposals, must be developed so that the needs of the target population are evident in relation to the purpose(s) of the legislation which authorized the program to

which the applicant will submit the proposal. For example, in 1974, Congress authorized the National Reading Improvement Act. Funds appropriated under this Act re-established the Right to Read program. In line with the original purpose of this Act, reading improvement, proposals written for these programs must address student/staff needs and those existing obstacles which deter the attainment of increased levels of achievement in reading. Additional prevailing needs which are not directly related to reading should not be discussed in the needs assessment of a Right to Read proposal.

The quality and thoroughness of the needs assessment is crucial to the success of the proposal. If this section is weak, those objectives and activities which follow become unimportant because they are not designed to meet a substantial need. Many proposals, containing solid programs, have been denied funding because the needs assessment failed to convince the readers of the severity of need; when a need is not adequately demonstrated, a funding agency lacks justification to support a program designed to meet imaginary or phantom needs. By the same token, it is not wise to go overboard in painting such a grim picture that the funding source may feel that their monies would be inadequate in helping such a desperate situation.

The key element of any needs assessment is data. All narrative statements should be included to explain, support, justify or enhance the data presentation. The quality of the data is of greater importance than the quantity of data included. "High quality data" are hard data; e.g., standardized reading achievement scores of students, a current ethnic census, dropout rates over a five-year period, levels of proficiency in English-language speaking ability and demographic trends are solid examples of hard data. In the absence of hard data, per se, the applicant

may have to collect data based upon a survey or questionnaire-type instrument. Although this type data are considered to be *soft*, in comparison to the aforementioned examples of *hard* data, most funding agencies consider it to be acceptable, if not respectable, when it is presented in tabular form and analyzed in a meaningful manner. Whether hard or soft data are being used, it is essential that the source of data be identified. Data without a source is like a proposal without a needs assessment - worthless.

The statements which follow are included to assist proposal writers in preparing a needs assessment which is as "air-tight" as possible:

- Avoid "provincialisms" in language and content. Whereas the author of a proposal is very familiar with the school, district and community, the persons who will review the proposal are always from a different part of the country or state.
- Provide an overview of the community and the school district.
- Use national/state/citywide data in addition to local data re: the need(s) being addressed. By means of comparison, these data will provide the readers with a more meaningful gestalt of the situation.
- Be selective in choosing references. Controversial ideas supported in a narrative could meet with disdain from a reader.
- Check all figures and tables for accuracy.
- Present data in tables which are clear and organized. Include a title for each table. Whenever possible, incorporate the data into the body

of the needs assessment; avoid excessive attachments/exhibits.

- Begin the needs assessment with a clearly identified statement of need. Tell the reader from the beginning exactly what the need is. The simplest way to do this is to begin:

  There is a need to...

The needs assessment is followed by those objectives which have been developed as capable of meeting the needs which have been demonstrated.

Objectives

Proposal objectives must state in measurable terms exactly what will be achieved during the project period. The objectives must *flow* from the needs assessment. If the objectives do not appear to address the situation described in the previous section, the proposal will be disqualified from competition.

The most commonly cited problem with proposal objectives is that they lack specificity. This situation usually occurs when goals are provided in the place of objectives. Note the summary example which follows:

Acceptable Objective	-	At the conclusion of the project period of September 1, 1977 to June 15, 1978, 80% of the third-grade pupils in public school A will gain 1.2 years in reading comprehension, as measured on standardized form Y over a pretest score on standardized form X administered in September 1977.
Unacceptable Objective (Goal)	-	Students in the school will all improve in reading comprehension.

Activities

The methods and procedures which will be implemented in order to achieve the

objectives which have been set are described in this part of the proposal. The activity section is usually the longest part of the proposal; however, if the program has been thoroughly planned, the activities are the easiest part of the proposal to write. In a well-organized, sequential manner, the activity section should provide for any reader a very clear picture of *exactly* how the program will operate.

Include in this section all the details which will be needed to implement the program. At a minimum, the following information, where applicable, should be explained:

Logistical Arrangements

Target Population

Staffing Patterns

Job Descriptions

Roles of Participating Students/Staff/Parents/Others

Delivery of Services

Coordination with Other Programs

Methodology

Instructional Materials and Supplies

Training Sessions

Material Development (Products)

Dissemination and Replicability

Timetable (Milestones)

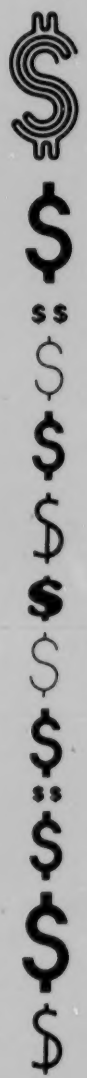
The proposal writer should be careful to use the simplest language possible in explaining the activities. Use neither jargon nor a thesaurus in writing this section. When describing certain activities which may depend upon the needs of

persons involved in the program, such as staff/parent training, give examples of the type of training activities which will be provided. Never say that the nature of a certain activity will not be known until the program is implemented. (A statement such as this would be interpreted as vague.)

A practical method of determining how well the activity section has been written is to have it read by someone who is totally unfamiliar with the proposal. If this person fully understands, after one reading, what the program is about, the job has been done well.

Budget

The proposal budget is more than a list of those salaries, items and services which will be paid from the project grant. The budget must complement the activities which have been outlined. Never include a budget item which has not been discussed in the activity section of the proposal. Budget items which may be perceived to be excessive costs should be clarified in a list of budget justifications which immediately follow the actual budget. Whenever possible, a breakout of costs should be provided, particularly for items such as fringe benefits, travel (local and out-of-town), contracts, other unusual costs and equipment. Because most competitive funding sources do not look favorably upon paying for a lot of equipment, justifications for all major pieces of equipment to be purchased should be included. (Some funding sources award points to those proposals which include the purchase of little or no equipment!)



Evaluation

The evaluation design must include the specific methods, materials and timelines which will be used to measure the degree to which the proposal's objectives have been met. Plans for interim and final evaluation activities should be included. Information on the reliability and validity of instruments to be used is usually incorporated into this section. For each objective in the proposal, an evaluation objective should appear. This highly technical section of the proposal should always be done in cooperation with the person or office within the school district that is responsible for program evaluation.

Increased attention is being focused on the evaluation of programs funded by governmental agencies; in line with this trend, proposal reviewers for some funding agencies are now receiving more in-depth orientation in rating the quality of evaluation designs. A word to the wise....

*

Polishing the Proposal

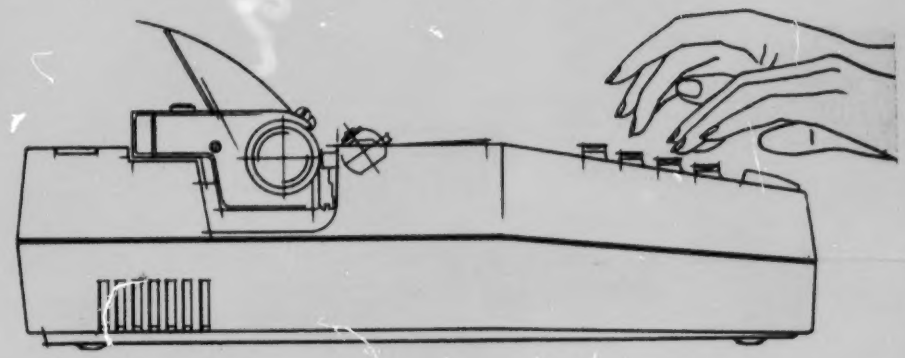
The layout and packaging of the proposal *do* make a difference. There are little touches which will be beneficial if added to the proposal and which will be very evident to persons reading the document during the review process.

The following suggestions are provided to assist proposal writers in putting a package together that demonstrates that someone *cared*.

- Proofread *everything*. TWICE.
- Maintain consistent typing style/format.

FUNDING THE PROPOSAL (Cont'd.)

- Organize data in logical sequence.
- Include a Table of Contents.
- Paginate carefully.
- Check the photo-copies of proposals for legibility and proper sequence.



A review of the contents of the proposal with the typist(s) before their work begins is definitely recommended.

Once the proposal is packaged and submitted to the funding agency, the role of the proposal writer is minimal; there is very little that can be done at this stage. However, if the proposal reflects the development of a thoroughly well-planned project, the proposal writer has only to wait, and wait, and wait. And, if everything goes well, the rewards are immeasurable....

TIMETABLE FOR PROPOSAL DEVELOPMENT

Proposal Developed by _____

Title/Topic of Proposal _____

Source of Funding _____ Funds Available _____

Funding Agency _____ Closing Date _____

Section of Proposal/ Required Activity	Sub-Activities	# of Days Required	Date Completed
Planning Process ↓	- Strategy - Meetings with participating CSDs/IHEs/SED/ USOE/etc.		
NPS Participation ↓	- Meetings with NPS agency reps. - Data collection		
Needs Assessment ↕	- Research - Data collection - Review of similar programs		
Objectives ↕	- Terminal - Enabling		
Activities ↕	- Scope of Work - Timeline		
Evaluation Design ↕	- Consultation with Evaluator(s)		
Budget ↓	- Approval of Bureau of Reimbursable Programs		
General Information ↕	- Cover Page - Required Data		
Overview ↓	- Abstract		
Editing ↓	- Format - "Polishing"		
Packaging	- Signatures - Duplicating		

NOTE: *The timetable presented above was designed to assist proposal writers in the planning and developing of their projects.*

READING REGULATIONS *

Question: Does it really matter whether you read the regulations?

Answer: It does. According to one OE official, "That's our biggest problem. We receive some excellent proposals each year that do not survive the selection process because the applicant failed to address certain issues, for example, or put forth an evaluation plan. Then the applicant comes to us and says, "Why didn't I get funded?" And we have to say, "Go read the regulations."

Reading regulations is not easy, as any grant applicant will attest to. As in everything, practice helps. In this section, we have brought together some observations and tips on how to read regulations in the belief there is nothing so mystical about federal regulations after all, once certain peculiarities are explained. So take out your favorite set of regulations and a red pen and feel free to mark as we go.

Two Essential Principles

There are two very general and very interesting observations that can be made about regulations. One deals with how they are organized and the other with how they are written:

a. Subject matter is not organized by its importance.

b. Each word is included for a reason.

Subject matter is not organized by its importance. Regulations written by the Office of Education are organized according to a strict sequence of categories. The categories themselves will be discussed below. The net effect of such an abstract organization is that requirements that are very important to a school district can appear to be "buried" in an obscure corner of the document. The last item in a long list may be the most important from a school's point of view.

Furthermore, because of the abstract organization, a requirement applying to an item (such as, "all training programs must employ at least 15 percent minority persons") may not be mentioned in the same place but instead be found seven paragraphs later, in another section.

The only way to cope with such an organization is to read the regulations carefully and thoroughly, from beginning to end. Each applicant must be a sleuth, with his or her eye out for statements tucked in corners.

Each word is included for a reason. Because of the way regulations are organized applicants sometimes have a sense that the writers are not paying strict attention to what they are writing. If they were, then how could they put pieces of related information in different places and why do they sometimes seem to be repeating themselves?

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READING REGULATIONS (Cont'd.)

In fact, as is explained elsewhere in this chapter, such set of regulations is read in draft form by large numbers of people, and examined with a fine-toothed comb for redundancies, inaccuracies and lack of clarity. Each word is examined for the contribution it makes to the meaning of the sentence of which it is a part. All unnecessary words are removed.

The end product is meant to be as precise as an algebra formula. For example, if the regulations say that an application must contain "a plan for disseminating information to others during the course of the project and at the conclusion of the project funding period," then an applicant whose application contained a plan only for disseminating information at the end of the project funding period would not be eligible to be considered for a grant. Remember, no requirement is mentioned casually and each word is included intentionally. There are no implications. Everything is explicit.

Two Kinds of Regulations

Every time a new program is begun or every time a substantial change is made in the regulations of an existing program, the Office of Education is required to publish a Notice of Proposed Rulemaking (NPRM) in the Federal Register. This means that OE publishes the program's regulations as they have been drafted so far, for the purpose of allowing the public an opportunity to comment on them.

If regulations are needed for an entire program, then the proposed regulations will be published in their entirety. But if only a section of existing regulations is being amended, then OE need only publish in the FR that section of the regulations which it proposes to change.

Proposed regulations are the first kind of regulations which appear in the Federal Register, and final regulations the second. In order to tell whether a particular set of regulations is proposed or final, go to the very beginning of the announcement, where the name of the program (Career Education, Bilingual Education) appears. Beneath it will appear the words, "Proposed Regulations," or "Proposed Rulemaking" if they are proposed. And, in the paragraph that follows, you will find the words, "the Commissioner of Education ... proposes to establish the following regulations...."

In every set of regulations that you read, the language in the first paragraph will indicate whether the regulations that follow are proposed or final.

Does it matter whether a set of regulations is proposed or final? That depends. If a particular program decides to award its grants under the authority of its final regulations, then applicants will be wise to discard the proposed version. Changes may have been made in the final regs that they will want to be aware of, as a result of comments OE received on the proposed regs.

On the other hand, although it seems illogical as well as illegal, the Office of Education is allowed to establish a deadline for the submission of applications after only the proposed regulations have been published.

There are only two requirements which must be met. The first is that when the final regulations do appear, they contain no substantial changes from the proposed regulations. The second is that no formal grants can be made until the final regulations have been published. According to OE, the making of grants

is determined by when the selection of grants is announced. That is to say, the selection may have taken place within OE, but as long as it is not announced, no violation of federal law has occurred.

When a set of proposed regulations appears in the Federal Register, potential applicants cannot rest easy. The deadline for applications could be announced soon after. Consider the example of Part A of Title VII, the Reading Improvement Projects Program. The proposed regulations appeared in the FR on December 4, 1975. The deadline of March 16 was announced twelve days later, on December 16. The final regulations appeared in the FR on May 26, 1976.

Reading the Comments Section

At the beginning of every set of final regulations there appears a section labeled, "Summary of comments; changes in the regulation." This section may be very short or quite long, depending on the number of comments which the program received on the proposed regulations and on the controversial nature of the regulations. Applicants may suppose that they may skip reading the comments section and go right on to the regulations themselves, but they make an error in doing so.

The comments section can sometimes be the most informative, meaty and helpful section of the regulations. Despite the fact that they are not as legally binding as are the regulations themselves, the comments and the responses to them are very important. It is in the comment section that the program staff responsible for the regulations explain in clear language their intentions in writing certain phrases in the regulations and address matters of controversy regarding definitions and requirements which are omitted from the formal publication.

Take an Overview

Before settling in to read the regulations themselves, it is important to be familiar with exactly what they contain. Is more than one grants program described here. If so, which ones are school districts eligible for?

To answer these questions, cast your eye down the first column(s) of the announcement until you find the printed signature of the Commissioner of Education and/or the Secretary of HEW. These signatures mark the end of the introductory section. Comments to proposed regulations are published in this introductory section.

Immediately after the signatures appears a kind of outline, broken up by section, of the regulations which follow. Here is what you should see (example is taken from the Community Education Regulations):

Subpart - General

Sec.
160c.1 Scope and purpose
160c.2 Definitions
160c.3 Elements of a community education program
160c.4 Limitation of number of applications
160c.5 Duration of projects
160c.6 Community Education Advisory Council
160c.7 Clearinghouse, technical assistance
160c.8 (Reserved).

READING REGULATIONS (Cont'd.)

Subpart B - State and Local
Education Agency Projects

160c.9 Eligibility
160c.10 Scope of federally assisted projects. (etc.)

Looking over this outline, an applicant can then decide which sections of the regulations to read.

In every regulation, Subpart A should be read by everyone, as it will contain the definitions of the terms used throughout the regulations (Do you qualify as a local education agency? Check the definition in Subpart A.) as well as other kinds of general information that applies to all programs.

In the Community Education regulations, for example, Subpart A contains a section 160c.3, where the elements of a community education program are described. Because these elements are described in Subpart A, they must be present in a program whether it is funded under the Subpart B program, for state and local education agencies, or under the Subpart C program, Training Projects in Institutions of Higher Education.

After identifying Subpart A, count the remaining subparts (as listed in the outline). There will usually be one subpart for each separate grants program. For example, the Community Education regulations are divided into three subparts: Subpart A (General), Subpart B (State and Local Educational Agency Projects), and Subpart C (Training Projects in Institutions of Higher Education).

Sometimes, as is the case with the Community Education regulations, subparts seem to be established on the basis of who it is that may apply. State and local education agencies are eligible to apply to Subpart B while only institutions of higher education may apply to Subpart C.

This suggests that LEAs for example, need only read the regulations which apply to Subpart B. In fact, however, LEAs will want to read the regs for Subpart C as well because in them is a section (160c.32) on training to local educational agencies. While LEAs are not eligible to apply to OE directly for these funds, they may wish to consider making some arrangement with a nearby institution of higher education to apply for a grant under Subpart C.

Other regulations will be divided into subparts according to the purposes of the grants. In such cases, there will be several programs which LEAs, for example, will be eligible to apply for. In the Bilingual Education regulations, LEAs are eligible to apply for four out of the six programs. To find out which kind of institutions and organizations are eligible under each subpart, the applicant need only read the section marked, "eligible applicants." These eligibility sections, to repeat, are strictly specific in their content. If local education agencies are not eligible, then they will not be listed.

Study the Subpart

Having spent a few minutes looking over the regulations and establishing which of the various programs (if there is more than one) to consider, the applicant is ready to begin a closer reading of the subparts he or she has selected.

READING REGULATIONS (Cont'd.)

Most subparts contain the following sections:

a. Scope

b. Eligible applicants (also called Eligibility for assistance)

c. Project purposes (also called Authorized activities)

d. Required application data (also called Applications)

e. Application review criteria (also called Criteria for assistance).

The section on "Scope" is usually a very general statement meant to guide the peruser to the appropriate program.

The section on "Eligibility" is a description of who or what is eligible to apply for grants or contracts under the subpart. Terms and phrases used in this section are usually defined in the section "Definitions" of Subpart A (General). The "Eligibility" section is expected to be read with those definitions in mind.

The section on "Project purposes" must be read very carefully. Here the program staff has indicated exactly what types of activities a grant may be used to support. The list is meant to be inclusive: that is; if an activity you have in mind does not appear in this list, then it is not eligible.

The Heart of the Regs

The next two sections, "Required application data" and "Application review criteria" are what might be called the heart of the program regulations. In the first of these sections the key phrase is "application". The section is simply a list of the various things which an application must contain.

Much of the material in this list will not be new to the applicant. He or she will have read similar statements in other sections of the regulations. Why, then, is it repeated? Because the information is being presented in this section for a different purpose. Here, OE's intent is to list everything that belongs in the application. The applicant is expected to check his application against the list. He may count on the fact that the Office of Education will be doing the same.

In the second section, "Application review criteria," the key word is "criteria." This section contains a list of the criteria by which OE plans to judge the application. Not surprisingly, there is often a good deal of similarity between the list from this section and in the first section (Application data). Again, why the redundancy? Because the lists are for two different purposes. One is meant to be a guide in helping the applicant write his application. The other tells the applicant where OE's priorities lie as far as the quality of the application is concerned.

Example: Dissemination

To illustrate: In the "application" section of the Community Education regulations under Subpart B, OE states that "the application must make provision for dissemination of information on the results of the project and of the means used to achieve the results" and then lists the various organizations, institutions and groups which must receive this information: local education agencies; state education agencies, other educational agencies and institutions; the Commissioner and the national clearinghouse on community education.

READING REGULATIONS (Cont'd.)

Then, in the "criteria" section of Subpart B, dissemination is listed as one of the general criteria. The regulations state that OE will consider "the adequacy of provision (in the application) for the dissemination of information about the project to potential participants in the community and to other interested agencies, institutions and individuals."

It is instructive to compare the differences between the two statements on dissemination. The first statement does not mention "potential participants in the community" as a target for dissemination; yet, it is clear from the statement in the second section that "potential applicants" are one of the groups which OE would like to see the applicant be sure to include in his or her dissemination plan.

In the "criteria" section, the point value of each criterion or group of criteria is also indicated. The points are awarded by the reviewers according to the extent to which they feel the applicant has succeeded in meeting a particular criterion.

The points are another indication of the elements of the application which OE feels are important. For example, in the Community Education regulations Subpart B "criteria" list, 80 points are awarded to applications which show that their projects will involve schools and school boards and will respond to the community, despite certain logistics problems. OE also awards a maximum of 10 points to projects which are located in an area where few applications have been from.

Comparing the two criteria, it is clear that where an application comes from or the type of area (urban or rural) is much less important to OE than the nature of the program's relations with its community.

These, then, are the kinds of clues that a close reading of a set of regulations can produce. A set of well-read regulations - heartily underlined with a red pen and decorated with cryptic marginal notes - can be your best friend as application writing time draws near. Ignored, regulations can only be your enemy.

ABBREVIATIONS AND ACRONYMS FOR "FUNDING PERSONNEL" IN NEW YORK CITY

ABE	Adult Basic Education
ADM.	Administrative Personnel
AEA	Adult Education Act
AFDC	Aid to Families with Dependent Children
BEVG	Bureau of Educational and Vocational Guidance
BEH	Bureau of Education for the Handicapped
BIA	Bureau of Indian Affairs (Federal)
BOAE	Bureau of Occupational and Adult Education
BSSFP	Bureau of Special State and Federal Programs
CBD	Commerce Business Daily
CBO	Congressional Budget Office
CETA	Comprehensive Employment and Training Act
CFDA	Catalog of Federal Domestic Assistance
CFR	Code of Federal Regulations
CJCC	Criminal Justice Coordinating Council
COLA	Cost of Living Allowance
CR	Congressional Record
CS	Community Superintendent
CS	Community School
CSA	Council of Supervisors and Administrators
CSB	Community School Board

ABBREVIATIONS AND ACRONYMS FOR "FUNDING PERSONNEL" IN NEW YORK CITY (Cont'd.)

CSD	Community School District
D	District
DBA	Division of Business and Administration
DCSDA	Division of Community School District Affairs
DEP&S	Division of Educational Planning and Support
DHEW	U.S. Department of Health, Education and Welfare
DHS	Division of High Schools
DISE	Development in Science Education
DOD	U.S. Department of Defense
DOJ	U.S. Department of Justice
DOL	U.S. Department of Labor
DOT	U.S. Department of Transportation
DSB	Division of School Buildings
DSEPPS	Division of Special Education and Pupil Personnel Services
ED	Education Daily
EFN	Education Funding News
EHA	Education of the Handicapped Act
EOA	Economic Opportunity Act
EPA	Environmental Protection Agency
EPDA	Education Professions Development Act
ESAA	Emergency School Aid Act
ESEA	Elementary and Secondary Education Act
FOB 6	U.S. Office of Education location at 400 Maryland Avenue, S.W. Washington, D.C. 20202 (Federal Office Building #6)

ABBREVIATIONS AND ACRONYMS FOR "FUNDING PERSONNEL" IN NEW YORK CITY (Cont'd)

FR	Federal Register
FY	Fiscal Year
GAO	General Accounting Office
GPO	Government Printing Office
GSA	General Services Administration
HEA	Higher Education Act
HEW	U.S. Department of Health, Education and Welfare
H.R.	House of Representatives Bill
HS	High School
HUD	U.S. Department of Housing and Urban Development
ICPD	Information Center for Proposal Development
IHE	Institution of Higher Education
IS	Intermediate School
IV-B	E.S.E.A. Title IV, Part B
IV-C	E.S.E.A. Title IV, Part C
JDRP	Joint Dissemination Review Panel
JHS	Junior High School
K	Brooklyn
LEA	Local Education Agency
LEAA	Law Enforcement Assistance Administration
M	Manhattan
NAB	National Alliance of Businessmen
NDEA	National Defense Education Act
NEA	National Endowment for the Arts
NEH	National Endowment for the Humanities
NIAAA	National Institute on Alcoholism and Alcohol Abuse

ABBREVIATIONS AND ACRONYMS FOR "FUNDING PERSONNEL" IN NEW YORK CITY (Cont'd.)

NIDA	National Institue on Drug Abuse
NIE	National Institute of Education
NPO	Nonprofit Organization
NPS	Nonpublic School
NRIA	National Reading Improvement Act
NSF	National Science Foundation
NSVP	National Student Volunteer Program
NYSED	New York State Education Department
NYSTL	New York State Textbook Law
OBE	Office of Bilingual Education
OCD	Office of Child Development
OCE	Office of Career Education
OCR	Office for Civil Rights
ODAS	Office of Drug Abuse Services, N.Y. State
OSAS	Office of Substance Abuse Services, N.Y. City
OE or USOE	Office of Education
OEE	Office of Educational Evaluation
OHD	Office of Human Development
OFP	Office of Funded Programs
OMB	Office of Management and Budget
OSS	Office of School Safety
PIP	Program Information Package
P.L.	Public Law
PED.	Pedagogic Personnel
PS	Public School
Q	Queens
R	Richmond (Staten Island)

ABBREVIATIONS AND ACRONYMS FOR "FUNDING PERSONNEL" IN NEW YORK CITY (Cont'd.)

R & D	Research and Development
RFP	Request for Proposal
RIF	Reading Is Fundamental
RISE	Research in Science Education
ROB 3	U.S. Office of Education location at 7th and D Street S.W. Washington, D.C. 20202 (Regional Office Building #3)
R2R	Right to Read
RSA	Rehabilitation Services Administration
RSVP	Retired Service Volunteer Corps (within ACTION)
S.	Senate Bill
SAFA	School Aid to Federally Affected Areas (Impact Aid)
SDF	Summary Data Form
SEA	State Education Agency
SED	State Education Department
SPA	Special Projects Act
SRS	Social and Rehabilitation Service
SSFPB	Special State and Federal Programs Bureau
T	Title
UFT	United Federation of Teachers
USC	United States Code
USDA	U.S. Department of Agriculture
USOE or OE	U.S. Office of Education
VEA	Vocational Education Act
VRA	Vocational Rehabilitation Act
WEEA	Women's Educational Equity Act
X	Bronx

THE ADMINISTRATION AND COORDINATION OF FEDERALLY - FUNDED SCHOOOL PROGRAMS *

by

Carl G. Thom

(This article is from a talk given by Mr. Thom at a May seminar of the Education Funding Research Council held at the L'Enfant Plaza in Washington, D. C. Mr. Thom has been a teacher and school administrator, and for the past six years has served as the Administrative Coordinator for categorically funded programs in the Milwaukee Public Schools.)

Introduction

Most school systems of any size are now committed to the concept and process of obtaining federal dollars to augment hard-pressed local budgets. This usually results in the creation of a staff position within the administrative branch to secure federal funds and grants for the local system. The job title for such a position varies from assistant superintendent to the more common description of federal aid coordinator. Unfortunately, for us there is a dearth of information and literature on the role and function of the federal aid coordinator. But this writer would like to share with you his ideas about the federal funding process in the hopes it will be of help to you. The talk is divided into four parts. Those activities and decisions which take place:

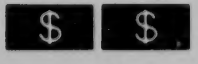
a. Prior to proposal development and writing.

b. During proposal development, writing and submission.

c. During the operational period of the project.

d. When funding for the project ends.

1. Activities and Decisions Prior to Proposal Development and Writing



1. Is there a school system plan for the use of federal dollars? Is there pre-planning based upon identified needs, or is what happens a reaction to an announcement of federal funds being available for some categorical purpose? Most likely it would have to be admitted that sudden reaction is the rule rather than the exception even though this mode of operation is not preferred. It is perhaps idealistic, but it would seem sensible to develop such a school system plan when the amounts involved sometimes run into the millions of dollars. Realistically, it must be admitted that due to late fundings, no forward fundings, and fractionated sources of funds, a local planning effort may be of little use. Yet, again idealistically, what would the school system wish to do if federal funds could be anticipated with a better degree of certainty? Without some effort at a forward look, we may always find ourselves reacting to late announcements and impossible deadlines.

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2. In the initial planning for a proposal, is this accomplished in a coordinated way within the school system or do the various administrative elements work in isolation from each other (instruction, exceptional education, budget, evaluation, housing, personnel)? Do all concerned administrative elements agree ahead of time regarding the need for a particular funding effort? Without some coordinative agreement, it is possible that many hours of effort are put into the development of a proposal only to have serious objections raised late in the administrative review process. Early concensus on the basic precepts of a proposal would therefore be of advantage.

3. Does the school system conduct a needs assessment process so that categorical funding proposals can be based on some of the identified needs? More than ever the funding regulations and guidelines are including this as a necessary part of a proposal. For ESEA Title I proposals it is a requirement, and in some cases this Title I activity has pointed the way to system-wide needs assessments.

Without a formal needs assessment, perhaps there can at least be some informal administrative agreement on how to use federal dollars if they become available. Even without firm knowledge of federal appropriations, we can at times perceive the direction in which the federal government is heading (exceptional education, disadvantaged, early childhood education), and perhaps we can then begin to lay the groundwork at the local level to get basic directions identified. This should make it easier in putting together an actual proposal. The difficult part of this is to get busy administrators interested and able to do this during their already full working days.

4. Is there a system plan for proposal development, writing, administrative review, Board action, submission, implementation, and evaluation? If there exists a recognized process and procedure to accomplish all these activities the advantage would seem clear -- that the various staff concerned would know what to do and when to do it. It would most likely be the task of the federal funding director to help develop and write this procedure with input from all concerned departments (Instructor, administration, budget, facilities, personnel, evaluation, purchasing, data processing, etc.). Get it down in writing and see to it that all staff members have copies. Update it when necessary.

5. The difficult part here is adhering to the plan when time is short and proposals have to be rushed through. Compression of the schedule must then occur and coordination of this and the alleviation of the resulting problems becomes the important and delicate task of the federal funding director.

6. With the increasing requirements for community involvement in proposal development, the system plan would seem to need a provision for this process. Is it possible or feasible to have such a group already organized? This may not be entirely realistic with some fundings such as ESEA-Title I, ESEA-Title VII, and the Indian Education Act where specific community groups must be formed. Neither, however, does it appear to be very efficient if a new and separate group must be organized every time a new funding source is pursued.

II. Activities and Decisions During Proposal Development, Writing and Submission

1. Once the decision is made to pursue a particular funding source, who becomes responsible for directing and coordinating the total proposal development effort? What set of people becomes involved? In some cases this may be only two

or three people. In others it may be 15 to 20 people. The size of the group depends on the individual situation, the type of funding, politics, what the anticipated project will be like, and where and how it will operate.

There is need for understanding here regarding who does the actual writing, as well as who completes all the various parts and pages of the proposal forms. The person assigned to the writing task may feel, for example, that he is responsible for only the program narrative portion of the proposal. In some cases a person outside the system may be hired to do the writing. Here, care must be taken to insure that this writer does not unfairly castigate the school system in his attempt to justify the need for funding.

2. What are the standard components of most proposals? To many people unfamiliar with proposal writing, the pages they have to fill out and the directions they have to follow appear very formidable and discouraging. In this regard does the system have a simplified standard proposal format that incorporates the five major components and explains them in non-technical terminology? If so, it would seem to be of help to the more unsophisticated to have reference to a basic explanation of the main ingredients that go into building a proposal.

This writer feels the five major components of a proposal are:

a. Statement of need.

b. Goals and objectives based on the need.

c. Program design.

d. Budget, staff and operational requirements.

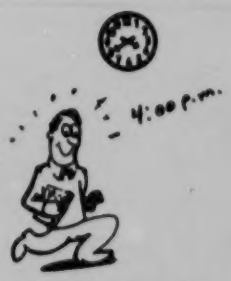
e. Evaluation plan -- to determine, if goals and objectives are attained.

3. Are proposal developers asked to look ahead, to anticipate what the project is supposed to accomplish in its funded years and what will happen when federal funds end? Once a new educational service or program is started, it can be difficult to conclude it. Individual schools get accustomed to additional services and programs and can raise loud objections when federal funds run out.

This matter of looking ahead can relate to the system plan for federal funding referred to earlier. The assumed benefits that federal programs bring to education must be balanced against the realization that many federal programs eventually result in an additive budget factor at the local level. In at least some cases these additive budget factors come as a surprise at budget planning time. Hoepfully, a system plan will include provision for considering the longer term fiscal effects of a federally supported project.

4. At the point that a proposal is finally put together, what is the procedure for its review by the various administrative elements (instruction, budget, personnel, evaluation, facilities, etc.)? The necessity for this review seems obvious, although some may regard it as bureaucratic red tape. The task here of the federal funds director is to point out that it is easier to solve potential problems at this point rather than later when a project is already in operation. A good administrative review can uncover problem areas such as the following:

- Inaccurate cost figures.
- Objectives not operationally defined.
- Staff positions requested -- not well defined or placed at the proper level.
- Facilities needed not provided for.
- Inadequate clearance with bargaining units.



5. Prior to submission, a final review by the Superintendent and then Board of Education action must occur. Lead time is needed for this, and all too often Boards are asked to give their authorization after the proposal has been submitted. If there is a cure for this, it would seem to rest in the lap of the federal funding director. The schedules he designs must take this important factor into account.

6. Submission of the finally approved proposal to the funding agency would seem to be a simple matter. Not necessarily so. Federal requirements for submission are now more rigid, especially in terms of mailing deadlines. The package must bear a postmark no less than five days before the final submittal date, and no exceptions are made. The federal funds director must see that the proper number of copies are submitted and that they are bound according to directions. Finally, a cover letter identifying the proposal is of advantage, especially for record keeping purposes. Included within it should be a statement indicating that the proposal is an official transmittal by the school system, backed by authorizing action of its Board of Education.

III. Activities and Decisions During the Operational Period of the Project

1. Upon receipt of the grant award document, make copies of it available to all staff members concerned. Keep the original document in a central file along with all others, not only for good record-keeping procedure but also for reference for auditors. Maintain a small notebook in which the essential facts of each funded project are available on your desk for ready reference (total award amount, beginning and ending dates, project number, etc.).

2. Set in motion the fiscal accounting process which may include computer coding of account numbers. Have requisitions and purchase orders ready for processing as soon as the project starting date is known. (Without the needed equipment and materials, a project may well founder for the first month or two -- a crucial time). Determine which person becomes the watchdog over requisitions and orders so that budgets are not exceeded and unauthorized expenditures are not made.

3. Move quickly on hiring of personnel required by the project. As with materials and equipment, a project will experience a poor start if required staff is not immediately available. If contractural provisions necessitate advertising of positions, this process may well begin in advance of the funding date.

4. Determine which individual will be in charge of the project. Is this person the one who will in reality run the project? If not, who is? Which higher level administrator gets the responsibility for overall supervision and is he the person to whom the project director reports? With whom does the responsibility rest for being aware of what is happening educationally as the project runs through its implementation period? It is not unusual, for example, for a project to be

relatively forgotten until suddenly it reaches the end of its funding. At that time, it can only be hoped that project operation has been conducted as originally intended.

5. Who maintains a hard-nosed fiscal supervision over project operation? How are the dollars being spent? Are there line item overages? Are budget adjustments needed? Is someone using project funds to ride the gravy train? Without firm controls, federal dollars might be used in a way that would never be permitted if local funds were involved. Is someone maintaining adequate fiscal records so that audits are easily accomplished?

6. If the project provides for consultant services, caution should be exercised to make sure all arrangements are consistent with school system policy. When contracts are written, include enough detail so that mutual understanding prevails. Both parties must have a clear idea of what is to be produced, the method of payment, and to what specific extent expenses are reimburseable.

7. If interim reports are required by the funding agency, a schedule for their development and completion should be developed. Quarterly reports, for example, come up very quickly -- the first usually just after the project gets under way.

8. Activities connected with project evaluation are not limited to the end of the project year. At the outset there may be pre-testing which must be accomplished. In addition, contact between evaluator and project staff all during the course of a project is usually beneficial. Federal fund directors may need to review their own personal backgrounds in educational research and statistics in the effort to stay conversant with modern evaluation techniques and terminology.

9. With projects for which additional funding years are anticipated, a schedule for preparing the continuation application should be developed. It will be of advantage to start this activity early enough to allow a six month lead time. In many cases it becomes a proposal all over again with the usual need to accomplish writing, administrative review, Board action, re-authorization of positions, and possibly the beginning of local cost assumptions.

10. Maintain continuous contact with the community advisory committee if such a group was required as a part of proposal submission. Once the funds are obtained and the project begins, it is quite easy to forget this group. Credibility must be maintained, however, so efforts to keep this group involved must not diminish. In some instances, it may be difficult to stay responsive to an advisory group which takes a militant posture, but to ignore them may well decrease chances for project success as well as continuation of funding.

IV. Activities and Decisions When Project Funding Ends

With the exception of ESEA Title I, Title II, and NDEA Title III, most categorically-funded projects eventually reach the point where federal support terminates. In preparation for the time when Federal support ends, certain considerations might well be made.

1. Accept and realize that federal support will stop at a certain future date and prepare for this. As mentioned earlier, it is very likely that there will be

demands and some pressure to continue the project. Ideally, this anticipation should be a part of initial planning. From the very beginning the proposal developers must be alert to the necessity of projecting for three or four years ahead. This factor can make a difference in the way the initial proposal is written.

2. Can the proper set of local members be alerted, with enough lead time, to consider whether the project should be locally funded when federal support ends? And if not the entire project, what parts of it? Are there certain components that are seen as services the system wishes to provide with local funds rather than financing the whole project? What parts are not as necessary? Someone in the system must be responsible for asking the hard nosed questions that are necessary if local costs are to be kept within reasonable bounds.

3. Can the decisions for local cost assumption be made early enough in budget building time? Waiting too long can create a budgetary gap. Providing lead time obviously will preclude use of the final evaluation of the project, but this appears unavoidable. First-and second-year evaluations, therefore, become very important.

CREATIVE GRANTSMANSHIP, PROPOSAL MANAGEMENT AND DEVELOPMENT *

by

Dr. Philip R. Shaner

When we talk about specially-funded programs we often think in terms of "grantsmanship" and the money that is generated with little concern for the services provided. Of course, "grantsmanship" is an integral part of developing programs, but if we are to be truly creative in the building of viable programs for educational institutions we need to think more broadly about the programs which will truly focus on the genuine needs of that institution and the community it serves. This article will focus on the purposes of such programs and a suggested process which utilizes available resources that can produce creative and exciting new programs for your institution.

In the current jargon of the educator, we lean heavily on the term "needs assessment," and often without an understanding of what that means and how it relates to program development. I have been searching for a new term that better expresses what a "needs assessment" ought to be, but I have not been able to find a better term. "Needs assessment" provides the target from which program activities can be developed. Before needs can be adequately assessed, it is important to try to determine what are the genuine needs through the gathering of a great deal of data, translating that data into priority order and, ultimately, into specific goals and program objectives. There are a number of needs assessment models which can be followed, but they essentially deal with the following basic elements: goal-setting by the community; prioritizing of goals; profile of community; student data; translation of priority items into program objectives. Determine "what is" (existing condition), and check some long-range general objectives to determine "what ought to be" (desired condition). The program then becomes the disparity between "what is" and "what ought to be."

After going through the above process, the needs are assessed and determined in the areas of personnel, space, equipment, target groups, materials, site, etc. After such needs are determined it is important to explore possibilities regarding where the needed resources could be provided. In my judgment, the school district should have an administrator who is a specialist in the area of seeking out such resources and should be provided with time, materials, personnel, etc., to accomplish this task. It is important at this point to think broadly about how these needs can be met through various means. Such resources may include entitlement programs, competitive grants (federal and/or state), private funding, volunteers, liaison with the intermediate unit (county office), municipal and/or county governments, other school districts, colleges and universities, community organizations, etc.

Now that needs have been determined and you are ready to develop your program, it is essential to secure adequate commitment from the superintendent of schools and the local board of education, including a budget to accomplish the task. Often the project director or coordinator sits off in his office and dreams up new programs without the aid of other personnel. This has two main weaknesses: (1) The

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program thus developed is limited by the ability of one person to conceptualize that program rather than the power which comes from the cumulative efforts of several role groups. (2) It does not insure that those who must carry out the program will have any commitment to it.

Therefore, I would recommend the formation of a task force, made up of people who are already in the school district and then set up an effective management system to accomplish the task. This will be an opportunity for staff members to compete for positions on the task force and a way that specific skills can be identified from within the staff. For example, skills such as objective writing, conceptualizing programs, clerical, administrative or management which would include time-line organizational charts, etc. After the team is formed, a management plan should be developed with an appropriate budget using both district as well as program funds where allowable. You might want to consider giving personnel released time to do this task or work evenings, weekends, or holidays on an overtime basis if this is more appropriate. Often the tight time lines for submission of applications will dictate a combination of the two.

Once the task force is formed, the first job of the professional staff is to generate the substance of the program. A suggested model comes from Dr. J.P. Gillford, Professor Emeritus, University of Southern California, and his "productive thinking" process. The following is a very brief outline that doesn't do justice to this model, but I would refer you to his writings or the writings of Dr. Calvin Taylor, University of Utah, on creative thinking.

- Divergent thinking - brainstorming, random list of ideas, don't reject any ideas, don't reject any item at this point.
- Convergent thinking - categorize all ideas generated.
- Evaluative thinking - translate ideas into program.

After conceptualizing your new program, it is then essential to firmly set forth a management system to accomplish the task of writing the proposal. This will involve the following essential parts.

Set time lines
Delegation of authority
Overview of project
Assessment of needs
Development of objectives
Identification of activities
List of Personnel
List of equipment, materials, etc.
Space needs
Evaluation design
Establish advisory committee
Seek board approval
Submit application

Each of the above activities implies the need for management skills, appropriate forms, and communications necessary to accomplish the task. Space here does not allow for elaboration on these but it is obvious that the tasks be properly delegated and systems firmly established. It is also essential to have good working knowledge of the rules and regulations that surround the particular program to be

funded and base-touching with appropriate specialists at the district, county, intermediate, state, and federal levels. Obviously, the reward for this task well-done will be the final approval of the application and funding of the program. If a management system is devised to generate the program application and if the task force includes representatives of the local school units that have to implement the program, then the school district is well on its way to implementing and managing a successful program with strong commitment and pride on the part of those who participated in its development.

Dr. Shaner is the Special Projects Director of the Paramount Unified School District in Paramount, California. He is also an educational consultant with Diversified Educational Services Council, Tustin, California.

DID YOU KNOW THAT....

- All notices in the Federal Register pertaining to a specified number of days refer to Calendar Days.

- Subscribers to Education Funding News can have their proposal picked up and delivered to the funding agency for a fee of $25.00. Their telephone number in Washington, D.C. is (202) 737-4700.

- Recorded highlights of the next edition of the Federal Register can be obtained by calling "Dial-a-Regulation," (202) 535-5022.

- The Federal Employer Identification Number for the New York City Board of Education is #1-13-640-0434c9. This number is to be inserted in item #5 on Federal Application Form #424, page one.

OBTAINING GOVERNMENT GRANTS

by: Jay Sexter
Associate Professor
Fordham University

It has never been easy to get a government grant and as budget cuts continue and more agencies apply, it is becoming even more difficult to get one. In order to have a chance at securing a grant an applicant must understand guidelines, like to work under pressure, be prepared for the probability of failure, and not be emotional.

Even if you are bright enough to write a good proposal and stable enough to withstand the constant pressure that you will be under, you probably will not be successful in gaining a grant unless you are a good politician. There are many articles written about writing a proposal and little can be done in an article to help your psychological state of mind. Therefore, I will attempt to discuss the politics of getting a grant in this article. The first thing that you must remember is to never admit that any politics were present in the process in which you were involved and that if you receive a grant, talk only about the superior quality of your proposal. The next thing to remember is that you will have to be very lucky to get a grant based solely on the quality of your proposal - no matter how good it is.

After you have determined that there is a need for a grant and have roughly decided what kind of a proposal would document that need, you have your first big job. You must find out if any agency is giving out the kinds of grants that you are looking for. Start with the Catalog of Federal Domestic Assistance. It gives a brief description of every program in the federal government which makes funds available to various agencies. There are a few different indexes but it is simple enough to understand.

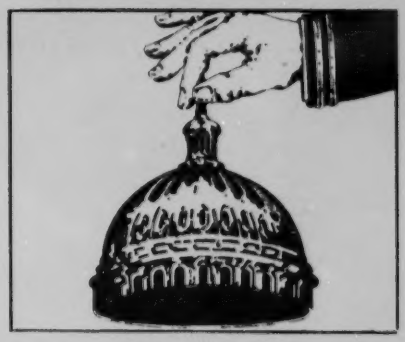
Once you have located some possible sources of funds, it is time to get more information. Public Law 90-23 mandates that the federal government will provide you with all the information you need to compete for grants intelligently. Contact the agencies by letter, or in person if there is an office in your locality, and try to get as much of the following information as possible.

1. A copy of the announcement that was in the Federal Register. (This will have much of the necessary information). If it isn't available, get the date that it was published so that you can find the Register in the library.

2. The proposal guideline, the criteria for evaluating proposals, and any federal forms that must be submitted.

3. The amount of money available in this category for the current fiscal year and the amount that will be needed to refinance presently approved projects. (It is possible that there will be no money available for new grants and no matter what you will do, you can't succeed).

This article, which originally appeared in the New York Urban Coalition publication, Options in Learning, Vol. 6, No. 2, dated November, 1976, is reprinted with the permission of the author.



OBTAINING GOVERNMENT GRANTS (Cont'd)

4. A copy of the Public Law and the accompanying House and Senate committee reports. If the agency doesn't have this information, your congressman will usually be able to get it at no cost to you. It is important to study this information in order to discover the priorities registered by Congress for the use of the funds.

5. The average size of grants and contracts previously awarded together with samples of previous grants or contracts financed under the program, and any other information that may be available.

You may decide to submit your proposal to more than one agency. There is nothing wrong with doing that as long as you remember that each agency has different guidelines and your proposal must be altered to fit the guidelines. In order to increase your chances of a grant further, it is important to be on a first name basis with as many officials as possible. Usually this doesn't require a trip to Washington or Albany. Most departments of the federal government have regional offices, and in some cases they have sub-regional branch offices. Successful federal funding begins with this sort of consistent and nurtured personal contact. Public agencies responsible for distributing government grants establish goals and priorities just as voluntary agencies do. They are administered by people who have to make decisions based on insufficient knowledge. The past performance of the grantee is a test of their judgement. Consequently, they are eager to locate grantee agencies which are capable of effectively implementing the objectives of the grant. Their judgement will be influenced by the knowledge of the capabilities of its staff, the appropriateness of the written proposal, political pressures that are sometimes exerted, and the extent to which the objectives of the proposal conform to the goals and priorities of the funding agency .... the formal written proposal is only one element in influencing the decision of the funding agency.

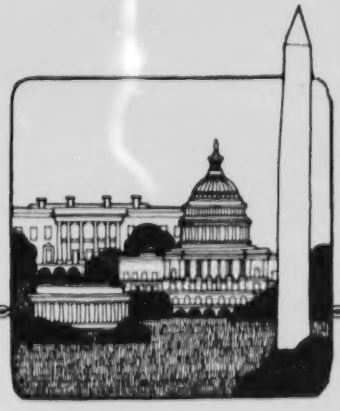
It is often very helpful for you to get written endorsements from as many Congressmen as possible for a federal grant, State Legislators for a state grant, etc. This is not as hard as it sounds. If you go to the elected official's New York office with a copy of the proposal and a sample of the kind of endorsement letter that you want, you will often be able to get an endorsement. All elected officials like the credit for helping to bring money into the district and if you don't get the grant they certainly will not get the blame. If you can get the elected official to call the granting office in addition to writing a letter, you will increase your chances further. While this kind of endorsement doesn't guarantee a grant, you certainly have an obvious advantage if many of the legislators who vote on the allocation of money to the granting agency say you need a grant for a worthwhile program and at the same time your competition has no endorsements.

Grant getting is like losing weight in a number of ways. Many different approaches work if you keep at it. Think about who you know. Does your relative belong to a political club? Who do you know in Washington? It is worth the money to hire someone who has gotten a grant like the one you are trying for in order to avoid traps that you can't be aware of? Possibly there is some free advice. The Board of Education has an office for state and federal programs and most colleges have similar offices.

If you are fortunate you will get a grant and you can relax. If you receive a rejection letter, try to make another appointment with a representative of the funding agency in order to find out why you didn't get the grant. It is often necessary to amend and resubmit your proposal. In the meantime you are proving your interest and getting to understand more about what the funding agency wants in a proposal.

Being awarded a grant is an iffy matter, but the effort put into the venture can be challenging and rewarding. The ultimate beneficiaries of any proposal should be the clients (i.e. children, the elderly) that your grant is aimed at serving. Such serving is the most rewarding part of the whole grantsmanship procedure and it is this factor that makes the hours upon hours of hard work worth the effort.

Dr. Sexter is currently teaching a graduate level course on Funding and Grantsmanship at Fordham University. He has been instrumental in writing proposals which have resulted in over a million dollars in grants for the University and other non-profit organizations this past year.



TIPS FROM THE OFFICE OF EDUCATION *
ON WRITING YOUR PROPOSAL

Don't think that you have to be a professional proposal writer to receive a grant from the Office of Education.

Recent statistics compiled by OE indicated that better than one out of every three grant proposals submitted in 1975 were approved and funded. Of the 19,014 grant applications that year some 7,165 were accepted.

So don't be discouraged. To help the fledgling as well as experienced proposal writer we would like to pass on some practical advice contained in a booklet printed by the Office of Consumer Education. Here are some of the excerpts:

If You Are Writing Your First Proposal - - -

- - - - don't be frightened off by the abundance of government forms and papers. They are not as complicated as they sometimes appear. And ignore what you may have heard about "grantsmanship," that ominous term that implies persons or organizations with long practice and a penchant for wheeling-dealing somehow always come out ahead. That simply is not true. While many large universities and some established organizations do employ professional proposal writers, their applications do not receive special consideration. In fact, reviewers sometimes find applications "too professional" to be credible.

If you can read instructions and follow them, if you can do enough math to work out a budget, if you have a worthy idea, and if you prepare an honest, straight forward description of what you intend to do with the funds you are seeking, you are in a competitive position.

Some Suggested First Steps .....

Look over the proposed Regulations and Criteria carefully. Decide if you can meet the Criteria, if you have the resources and the experience necessary to set up a project. Think about personnel. Can you get the necessary teachers or leaders or consultants if they are paid with grant money?

Decide what types of persons will be participants in your project and how you will recruit them. They should not actually be recruited until after you are funded.

Some Pointers:

Once you have decided that this is something you want to do and that you have a project worth developing -- one you can implement effectively if you receive a grant -- than get down to the proposal itself.

When writing the proposal, follow the Criteria faithfully. Your proposal will be judged by how well you have met the Criteria. Fancy but evasive language is not

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a substitute for facts and precise data on how you intend to operate. Lack of precise data makes your proposal vague and raises questions about your competence. For instance, how many consultants will you need, if any? What will they do? How many participants do you anticipate will attend your classes or other activities? Exactly what areas will you cover? Where and when will activities take place?

If you don't have a ready-made organization, you may contact an established agency that will work with you in proposal writing, project administration, planning, etc. Such an agency could be a local school system, a community college, or a community group with experience in developing projects related to the kind you are contemplating. Groups which have been successful in obtaining funds from private foundations might also lend their advice and expertise.

An evaluation process is required to be built into every proposal. An evaluation is not an audit. It is an instrument which measures how successful you have been in achieving your objectives. In most cases, recipients of grants employ (with funds provided for in the grant) an outside individual or group with expertise in evaluation.

Proposals are not judged by weight. Many excellent proposals are no more than 25 pages. Some are even shorter, depending upon the simplicity or complexity of the activities planned. Use as many pages as necessary to describe your proposed projects, but do not puff it with excess wordage. And do not attach excess materials.

The form "Instructions for Applications for Federal Assistance," provides information on how to fill out the budget sheets. Many experienced proposal writers choose to include a more detailed breakdown of the budget in the narrative part of their proposal. A supporting budget sheet enables you to give the reviewers precise data on what personnel will be hired, how much of their time will be spent on the project, what kinds of materials you will need to purchase, etc.

Some Advice from Successful Proposal Writers:

"Write with specificity and clarity. In other words, leave out the garbage. Don't make the evaluator guess what you are trying to say."

"Make certain that there is an obvious thread of logic running throughout the proposal. It is that thread that ties all elements together and tells the reviewer that you know what you are about, that you have the intelligence and resources to do what you propose to do, and that you have a step-by-step procedure already planned that you can implement if you are awarded a grant."

"Be knowledgable about the field in which you propose to work and think creatively."

"Remember that each section of the narrative part of the proposal is critical and deserves a serious effort. Don't spend all of your efforts on one part and be sloppy about other parts."

"Before sitting down to write the proposal, the writer should carefully read all instructions for preparing the narrative and internalize an understanding of the relationship that exists among all of the sections. A narrative written section by

section, without regard for this inherent relationship, weakens the proposal and forces the reviewer to 'guess' at how it hangs together. Guessing is not the reviewer's task."

"I cannot emphasize too strongly the importance of stating your goals, objectives, and plan of action clearly and in an orderly fashion. All parts of the proposal must work into a single plan. For instance, if a statement of needs is called for, it should be written so that a statement of objectives will flow naturally from it. It should be evident to the reader that the accomplishment of those objectives will satisfy the needs. The statement of objectives then becomes the basis for writing a section on results or benefits expected and a section on approach (the 'how I will do it" section)."

"Objectives of a proposal tell reviewers what the applicant intends to do with the money requested. If these objectives are couched in vague terms, then the reader gets only a vague idea about what the proposer hopes to accomplish. That, in turn, makes it difficult to determine if the approach the applicant describes is adequate in terms of his objectives."

"Objectives should be written precisely, and when possible, at the 'task' level. In other words, if the applicant intends to train community personnel in consumer education, the objectives should spell out specifically what aspects of consumer education will be zeroed in on rather than leaving them at the general 'consumer education" level."

"If possible, objectives should be written in measurable terms."

"Stay away from high sounding terminology designed to impress Washington officials. They've heard it all before. Stay away from phrases and words that have meaning only in your own institution or locality."

"Remember, your proposal will be one of many -- perhaps hundreds -- and it may be the last one read at the end of a long day when the reviewer is growing fatigued. At this point, he is in no mood for long, complex, flowery statements. But whether your proposal is the first read in the morning or the last reviewed in the evening, the reader always responds best to the truth stated as simply and honestly as possible."

DISSEMINATION: A NEW STRATEGY *

Historically the U.S. Office of Education has often been on the defensive countering charges that they continue to "reinvent the wheel." More specifically Congressional criticism centered around continual funding of the same types of programs with no conclusive results that the programs were effective.

The Innovation Program, the old ESEA Title III, was the target of much of this criticism. In response, the Office of Education began a campaign to develop and identify educational practices that were truly effective.

The Title III program began to require strong evaluation components in each funded Title III project, whether state-administered or the nationally-administered. The evaluation components would thereby produce documented evidence of the program's success.

Those programs which were verifiably successful were said to be "validated," and information concerning these effective programs was distributed to other educators interested in programs or approaches that worked.

This validation process is a formalized one, both at the state and national levels. Each state's procedures vary somewhat, but all scrutinize the evaluation data from the local projects, identify those where the educational results appear significant, and verify the project data. Projects which survive this state level analysis are validated by that state as effective educational approaches.

At the national level a special panel of Office of Education and National Institute of Education officials has been designated to review all projects prior to national validation. This panel called the Joint Dissemination Review Panel receives thorough project descriptions on each project nominated by the various Office of Education program offices. The project data is then scrutinized to determine if the results are reliable and if there is a potential that a similar project approach in another setting could produce effective results, as well. This additional factor of "replicability" or "exportability" makes national validation a more involved process. Thus far, 155 projects have received national validation with many of these having been previously validated in the state of their origin.

After validation, dissemination then becomes essential. Information concerning these validated practices must be shared with educators across the country to make this process more than just an academic or self-justification effort on the part of the bureaucracy.

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The overall goal is to encourage replication of these effective approaches in other educational settings and this cannot be accomplished without prior dissemination of project information.

Effective dissemination of information concerning these validated projects is a difficult endeavor. To encourage effective dissemination activity at the state level the national Title III office in 1974 initiated and supported the National Diffusion Network. Using national Title III funds as a catalyst, "State Facilitator" positions were funded to disseminate project information and render assistance to local school districts in validation, dissemination or replication. These facilitators often had some small "pots of money" which they could transfer to school districts to further encourage these activities. By 1975 there were 77 of these diffusion agents in 36 states, working with schools within their own states and sharing information with other states.

In 1975 the national component of the Title III program was repealed by Congress, as the innovation programs were consolidated under ESEA Title IV Part C. Funding for the National Diffusion Network, therefore, was terminated as the source of funding was legislatively eliminated. Without funding, the Network floundered but remained with some semblance of its former operational states. The FY 77 HEW appropriation, however, has provided $7.5 million for such dissemination activities.

These new funds will be expended under the authority of Section 422A of the General Education Provisions, which empowers the Commissioner of Education to collect and disseminate information. These funds will be handled through contractual arrangements for dissemination activities. The bulk of this money will go to the National Diffusion Network in resurrecting the state facilitator concept. In addition, the Developer/Demonstrator concept will be resurrected. Funding will be provided to a district for outreach activities in order to foster the replication in other sites of the educational approach which that district has developed. Priority in Developer/Demonstrator contracts will likely be extended to educational areas where validation and dissemination have been slow in developing, such as career education, vocational education and education for the handicapped.

An outgrowth of this entire process has been the Project Information Packets (PIPs). The hypothesis was that effective projects could be replicated if sufficient program information was available to describe in detail planning and implementation processes. Six projects were described in detail through a number of manuals, and packaged in a plastic case. National Title III money was used to field test the implementation of these Project Information Packages in a number of school sites. The results have borne out the hypothesis and have initiated other RIP dissemination activities.

Eight diffusion contractors have been selected to assist in dissemination and replication of the PIPs on a nationwide scale. Schools interested in securing information regarding PIPs should contact the diffusion contractor in their area. An Analysis and Selection Kit (ASK) will be provided to acquaint the local school with the focus, approach and costs of implementing these projects. If a school is committed to implementing a PIP they should recontact the diffusion contractor with

regard to securing the Project Information Packet and technical assistance in their replication effort.

Ten new PIPs are now being finalized. Four of these projects are bilingual, while the other six, similar to the first group of PIPs, are in compensatory education.

One of the main difficulties in replicating PIPs or any validated project has been the lack of federal funding for such purposes. Some federal programs have made significant efforts to validate projects especially Title III, Title I and Right to Read. However, funds for replication, even for start-up costs, have not been readily forthcoming. Title I funds can obviously be used for such validated compensatory education approaches, but this does not serve as a real incentive since it brings no additional money to the district to support this new initiative. Similarly Right to Read has provided little encouragement and no money for replication of its twelve validated projects. The only real source of replication funds is the Title IV Part C Innovation Program at the state level. The acceptance of replication proposals varies from state to state, but it still remains the best source of support with federal funds.

For this fiscal year, 1977, Title VII - Bilingual Education - has committed itself to supporting replication of the four bilingual PIPs. The deadline for submission of Title VII proposals is expected in December. Title VII Resource Centers will be encouraging submission of PIP replication proposals. Some of these replications funded by Title VII will be viewed as field test sites for these new PIPs. These sites will be evaluated by an Office of Education contractor to determine the effectiveness of the replication and PIP package.

The other six new PIPs will also have to be field tested at some point but such funded replication as a test site is not expected until next fall.

The entire dissemination and replication concept has been steadily gaining momentum. Recent Congressional support in the FY 77 HEW appropriation underscores this fact. The resurrection of the state facilitators should rekindle activity at the state levels. Nonetheless, some basic incentive from a funding perspective appears needed to further encourage replication of validated approaches. The Title VII, Bilingual Education, commitment is the type of concrete support which the national dissemination effort needs. It is hoped that other federal programs will follow this lead and provide some support for proven educational projects that work.

CONTACT PERSONS AND OFFICES FOR COMPETITIVE FUNDED PROGRAMS

Mailing Address	Contact Person(s)	Telephone No.
Alcohol and Drug Abuse Prevention Program United States Office of Education 400 Maryland Avenue, S.W.-Room 2049 Washington, D.C. 20202	Dr. James Spillane	202/245/7292
Arts Education Program United States Office of Education Reporters Building, Room 421 300 7th Street, S.W. Washington, D.C. 20004	Dr. Harold Arberg	202/245-8912
Bilingual Education Program Elementary and Secondary Education Act - Title VII United States Office of Education Reporters Building 300 7th Street, S.W.-Room 420 Washington, D.C. 20004	Dr. John Molina	202/245-0861
Career Education Program United States Office of Education 7th & D Streets, S.W.-Room 3108A Washington, D.C. 20201	Dr. Sidney High	202/245-2331
Civil Rights Act Programs U.S. Office of Education, Region II 26 Federal Plaza - Room 3954 New York, New York 10007	Ms. Rita Ray	212/264-4420
Community Education Program United States Office of Education 7th & D Streets, S.W.-Room 5622 Washington, D.C. 20201	Dr. Paul Tremper	202/245-0656
Consumer Education Program United States Office of Education 7th & D Streets, S.W.-Room 5624 Washington, D.C. 20201	Dr. Dustin Wilson	202/245-0636

CONTACT PERSONS AND OFFICES FOR COMPETITIVE FUNDED PROGRAMS: 1977 - 1978

Mailing Address	Contact Person(s)	Telephone No.
Emergency School Aid Act Program U.S. Office of Education 400 Maryland Ave. - Room 2009 Washington, D.C. 20202	Mr. Jesse Jordan	202/245-7965
Emergency School Aid Act Special Projects Branch United States Office of Education 400 Maryland Avenue, S.W.-Room 2017 Washington, D.C. 20202	Dr. Thomas Fagan	202/245-2465
Elementary and Secondary Education Act - Title IV, Part C New York State Education Dept. EBA - Room 860 Albany, New York 12234	Dr. Taylor Hall	518/474-2380
Environmental Education Program United States Office of Education 400 Maryland Avenue, S.W.-Room 2025 Washington, D.C. 20202	Dr. Walter Bogan	202/245-9231
Ethnic Heritage Program United States Office of Education 7th & D Streets - Room 3919 Washington, D.C. 20201	Dr. William Martin	202/245-2293
Gifted and Talented Program United States Office of Education 7th & D Streets, S.W.-Room 2006 Washington, D.C. 20201	Dr. Dorothy Sisk	202/245-2482
Learning Disabilities Program United States Office of Education 7th and D Streets, S.W.-Room 2036 Washington, D.C. 20201	Dr. Becky Calkins	202/245-9722
Metric Education Program United States Office of Education 7th & D Streets, S.W.-Room 5620 Washington, D.C. 20201	Dr. Floyd David	202/245-3354
National Endowment for the Arts Director of Education Programs 2401 E Street, N.W. Washington, D.C. 20506	Mr. John Kerr	202/634-1994
National Endowment for the Humanities Elementary and Second Humanities Programs 806 15th Street, N.W. Washington, D.C. 20506	Dr. William Russell	202/382-7081

CONTACT PERSONS AND OFFICES FOR COMPETITIVE FUNDED PROGRAMS: 1977 - 1978

Mailing Address	Contact Person(s)	Telephone No.
National Endowment for the Humanities Challenge Grant Program Grants Office MS-200 Washington, D.C. 20506	Dr. Susan Cole	202/382-8085
National Diffusion Network United States Office of Education 400 Maryland Avenue, S.W.-Room 3616 Regional Office Building 3 Washington, D.C. 20202	Ms. Betty Fogg Dr. Lee E. Wickline	202/245-9850
National Institute of Education Programs Funding, Office of Government and Public Affairs Washington, D.C. 20208	See individual announcements	See individual announcements.
National Science Foundation Division of Science Education and Development Washington, D.C. 20550	Dr. David West	202/282-7745
Right to Read Programs United States Office of Education 400 Maryland Avenue, S.W.-Room 2131 Washington, D.C. 20202	Dr. Gil Schiffman	202/245-7950
Teacher Center Program United States Office of Education Regional Office Building 3 7th & D Streets, S.W.-Room 5652 Washington, D.C. 20202	Dr. Alan Schmeider	202/245-2335
Teacher Corps Program United States Office of Education Donohoe Building 400 6th Street, S.W.-Room 1700 Washington, D.C. 20202	Dr. William Smith Dr. Caroline Gillan	202/245-0355 202/245-8272
Women's Educational Equity Act Program United States Office of Education 400 Maryland Avenue, S.W.-Room 3121 Washington, D.C. 20202	Dr. Joan Duval	202/245-2181

PROGRAMS ADMINISTERED THROUGH NEW YORK CITY BOARD OF EDUCATION OFFICES

Program	Administrative Office	Contact Person(s) and Telephone No.
Bilingual Education Act (ESEA Title VII	Division of Educational Planning & Support, Center for Bilingual Education	Ms. Paula Vasquez 212/625-6554
Comprehensive Employment and Training Act (CETA)	Division of Personnel	Mr. Jules Feldman 212/596-3990
Mini-Project Program (ESEA Title IV-C)	Division of Educational Planning & Support, Center for School Development	Ms. Evelyn Jones 212/596-8947
N.Y.S. Chapter 720 Bilingual Program	Division of Educational, Planning & Support, Center for Bilingual Education	Ms. Carmen Perez 212/625-6554
N.Y.S Experimental Pre-K Program	Division of Educational Planning & Support, Center for School Development	Ms. Hortense Jones 212/596-5460
Programs for Handicapped Students (Title VI, Education of All Handicapped, etc.)	Division of Special Education and Pupil Personnel Services	Dr. Geraldine Chapey 212/624-6992
Public Works Employment Act	Division of School Buildings	Mr. Robert Rich 212/361-7711 ext. 214
Vocational Education Act	Division of Educational Planning & Support, Center for Career & Occupational Education	Mr. Howard Friedman 212/596-3992

SAMPLE LETTER

(FOR PLACEMENT ON MAILING LIST)

(Date)

(Inside Address)

_____
_____
_____

Dear: _____:

RE: (Title of Funding Source/Program)
_____

This letter is written to request placement on the permanent mailing list for the abovementioned program. In this manner, I trust that copies of applications and program information for 1977-78 and thereafter, will be forwarded upon availability.

Please address correspondence as follows:

(Your mailing address)

Your cooperation is appreciated.

Yours truly,

(Signature)

(Your Typed Full Name)
(Your Position)

THE PROPOSAL FORMAT

Most proposals , written for either government funding or private sources, adhere to the following basic format:

Section	Description
1. Title or Cover Page	This section should include identifying data such as: - Project title - Name of submitting agency - Name of agency submitted to - Name, address and telephone of applicant/ contact person - Project time frame - Total budget - Authorizing signatures for submission of proposal
2. Overview/Summary/Abstract	This section should present a brief and specific description of each part of the proposal so that the reader may get a clear picture of what the project is all about. It is suggested that the summary be no longer than one page.
3. Statement of Need or Problem	This section deals with what is needed and why. A clear well-documented picture of the problem(s) and how they can be solved within the budgetary and time constraints of the funding sources should be presented. If possible, references to related research and other successful projects should be included.
4. Objectives	The objectives of the program should be expressed in specific, measurable terms and should relate to each of the needs statements of the proposal. The methods and activities section should flow from the objectives, as should the evaluation plan.
5. Activities/Methods/ Procedures	The activities section should describe how the activities will be achieved by means of: the program's general strategy; the population to be served, administrative arrangements; how long it will take to accomplish things; staff responsibilities; job descriptions; methods of staff selection; management plans; facilities; dissemination of information, materials and equipment.

THE PROPOSAL FORMAT (Cont'd.)

Section	Description
6. Budget	The budget should include a listing of personnel and non-personnel costs; how much is needed from the funding source and matching or "in-kind" contributions, where applicable.
7. Evaluation	The evaluation design should describe how the program's effectiveness will be assessed. For each objective, it should stipulate what kinds of data will be gathered; and how the data will be analyzed and used.

Turn-offs In Funding Proposals

- The need is neither substantial nor documented.
- The program meets neither the purpose of the legislation nor the criteria of the regulations.
- The proposal is sloppy/illegible/vague/unclear/pompous/unrealistic/frivolous....
- "We funded the *same* proposal when it was submitted by a different school district last year."
- The budget is excessive; or, the budget is too limited to achieve the objectives.
- The proposed project has been done already...many times.
- The applicant has no track record for providing services of this nature.
- The applicant lacks the capacity to administer the program.
- The budget has too many unjustified, miscellaneous or "contingency" items.
- It appears that the proposal was written for the sake of a grant, not a program.
- The program appears to have been sculpted to fit a budget.
- The proposal suggests that the funding source *owes* the applicant a grant.
- The proposal packaging is too glossy...or it is not glossy enough.
- "The proposal is good, but the people involved bothered us so much while they were writing it."
- The proposal looks like a reworked proposal from another funding source.
- "We wanted to fund it, but we ran out of money. Try again next year."
- Too many proposals like this one were submitted.
- The project is too gimmicky/unimaginative.
- The program should be provided by the LEA with tax-levy funds. (General aid vs. supplementary services)
- The project involves supplanting.
- The idea is good but the proposal is poorly written.
- Deadlines were not met in fulfilling requirements before the application was submitted; e.g., hold a public hearing one week before the proposal is submitted.
- Try a little harder.

( ) Approved (X) Not Approved

WRITING PERFORMANCE OBJECTIVES

Proposals are written to fill educational needs. A need is that gap or distance between the present condition and the condition that we deem acceptable. Performance objectives should clearly indicate a proposed reduction or elimination of that need and should be stated in observable terms which are capable of measurement.

Within the program development process, performance objectives serve as a basis for program design and prescribe the basis for evaluation expected as a result of the project activities. Performance objectives can help determine the experiences that need to be accomplished, and the media and resources that are essential. They also aid in determining what results are disseminated.

Performance Objective Characteristics

- A performance objective should describe or name the person(s) to whom the activity is addressed. For example, the persons may be 60 high school dropouts or 150 sixth grade children reading two or more years below grade level.
- A performance objective should describe the behavior or action that is expected.
- A performance objective should specify the conditions under which the the behavior will take place. Enough should be stated about the conditions to clearly indicate what has happened, or what is required to happen, during the operation of the objective.
- A performance objective should state the level of performance that is expected.

Objectives may be short range or long range in nature. They should be arranged in sequential order when the achievement of some is contingent upon the completion of others. In this way milestones for tracking progress can be established and the project will be flexible enough to accommodate modifications of the implementation schedule if evaluation indicates that objectives are being met either ahead of time or not as anticipated.

Sample Objectives Incorporating the Above Characteristics:

- At the conclusion of the project period of September 1, 1977, to June 15, 1978, 80% of the third-grade pupils in public school A will gain 1.2 years in reading comprehension as measured on standardized form X over a pretest score on standardized form Y administered in September 1977.
- As a result of individualized work for one hour daily over a 9-week period (in the Reading Laboratories), the reading communication skills level of 185 ninth-grade students will be raised by 1.0 or more years as measured by the X Reading Test.

- An objective of the Basic Typing Class is for the pupils to be able to type a letter from a handwritten copy at the rate of 30 words per minute while making fewer than four errors.

- 65% of the non-English dominant students who have received one full year English as a Second Language instruction will advance at least one year in vocabulary, comprehension, spelling, and writing skills as measured by a comparison of pre - and posttest scores on the X Achievement Test.

- At the conclusion of the project period 50% of the target population of students will improve significantly on the achievement scores in content area instruction (math, science and social studies), as measured by a comparison of pre - and post-test scores on an appropriate instrument.

Source of Information: Handbook on Performance Objectives, DHEW Publication No. (OE) 73-07103, U.S. Department of HEW, Education Division, Washington, D.C. 20202

A READING LIST ON BEHAVIORAL OBJECTIVES*

This booklist is arranged by the compilers in a suggested order of reading to lead the occupational educator from a popular introduction to performance objective writing on to more descriptive and philosophical readings.

- Mager, R.T. *Preparing Instructional Objectives.* Palo Alto, Calif. Fearon. 1962.

- Popham, W.J. & Baker, E.E. *Establishing Instructional Goals.* Englewood Cliffs, N.J. Prentice-Hall. 1970.

- Washington Technical Institute. *Handbook for Writing Learning Objectives.* Albany. Permission to reprint. State Education Department. Bureau of Secondary Curriculum Development. 1971.

- Mager, R.T. & Beach, K.M. Sr. *Developing Vocational Instruction.* Palo Alto, Calif. Fearon. 1967.

- Gregg/McGraw-Hill & Center for Vocational and Technical Education. *Writing Performance Goals: Strategy and Prototypes.* New York. Gregg Division. McGraw-Hill. 1971.

- Bernabei, R. & Leles, S. *Behavioral Objectives in Curriculum and Evaluation.* Dubuque, Iowa. Kendall/Hunt. 1970

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* Prepared by: Bureau of Secondary Curriculum Development, Bureau of Continuing Education Curriculum Development, State Education Department, Albany, N.Y. 12224

FUNDING TERMS

APPROPRIATIONS - The Congressional action of setting aside funds earmarked for a particular federal agency or program to spend or lend. Appropriations made up the lion's share of "budget authority." The actual expenditure does not have to be made in the fiscal year the money is appropriated.

AUTHORIZATION - Basic substantive legislation (as opposed to appropriations) enacted by Congress which sets up a federal program or agency either indefinitely or for a given period of time. Such legislation sometimes sets limits on the amount that can subsequently be appropriated, but does not usually provide budget authority.

BOILERPLATE - Refers to standard printed sections, paragraphs, or pages that have repeated use and application in various contracts or proposals. Boilerplate includes resumes, institutional descriptions, etc.

BUDGET PERIOD - The period of time (within the project period) covered by a specified budget. The budget period is generally 12 months, but may be more or less if appropriate to the project. The beginning and ending dates of the Budget Period are found on the Grant Award.

CATEGORICAL FUNDS - Project money that is allocated on the basis of both the type and extent of benefit to be derived from the project. Generally, categorical funds are awarded for specific types of activity and/or in response to specific priorities of the sponsor.

CONTINUING RESOLUTION - An interim stop-gap measure issued at the end of each fiscal year to continue the flow of money to programs whose regular appropriation bills have not been funded.

CRITERION REFERENCED TEST - A criterion referenced test is one that is deliberately constructed to yield measurements that are directly interpretable in terms of specified performance standards--mastery of a specific skill or detailed learning objective.

EDUCATIONAL TECHNOLOGY SERVICES - The designing, acquiring, disseminating, and integrating of learning materials associated with technology and the news media.

ENTITLEMENT FUNDS - Project funds that are allocated and awarded primarily on the basis of a formula that seeks to spread the available funds among recipients in some sort of equitable fashion. The allocation formula will attempt to rationalize on the basis of some implication of need and may involve such factors as size, location, population, etc.

EQUIPMENT - A movable or fixed unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles which meets all of the following conditions: (1) it retains its original shape and appearance with use; (2) it is nonexpendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit; (3) it represents an investment of money which makes it feasible and advisable to capitalize the item; (4) it does not lose its identity through incorporation into a different or more complex unit or substance.

EXEMPLARY - Exemplary as applied to an educational program, project, service, or activity, means one designed to serve as a model for a regular school program.

FORMATIVE EVALUATION - Refers to evaluation that is conducted during the operation of a program for the express purpose of providing evaluative information to program directors for their use in inproving the program.

GOAL - A broad, general statement, setting a sense of direction from which objectives and tasks can be developed.

GUIDANCE - Those activities which have as their purpose helping pupils assess and understand their abilities, aptitudes, interests, environmental factors and educational needs. Also included are activities which assist pupils in increasing their understanding of educational and career opportunities through the formulation of realistic goals. These activities include conseling pupils and parents, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social adjustment, and working with other staff members in planning and conducting guidance programs.

FUNDING TERMS (Cont'd.)

IMPOUNDMENT - A general term that refers to the withholding of budget authority from obligation, that is, rescissions or deferrals.

INDIRECT COST RATE - The ratio, expressed as a percentage, of an organization's total indirect costs to its direct cost base (commonly direct salaries and wages). When a rate is established for a specific activity or program (e.g., research) the rate represents the ratio of the total indirect costs allocated to the activity or program to the direct base costs of the activity or program.

IN-KIND CONTRIBUTION - Goods or services having monetary value made available to the project as a contribution. If your organization makes a mobile van available for use in a project, it makes an in-kind contribution. If your organization puts up money to buy the van, the contribution is a cash contribution and not an in-kind contribution.

MAGNET SCHOOL - A school or education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

MULTIJURISDICTIONAL AREA - Any geographical area comprising, encompassing, or extending into more than one unit of general local government.

NEED - The lack of something which, according to the best information available, is necessary for the self-actualization of individuals for the improvement of the quality of life in the community.

NEUTRAL SITE SCHOOL - Is defined by its physical location and must be accessible to substantial numbers of students of different racial backgrounds. Such schools might be located in shopping centers or some other central location.

NONGRADED - A class which is not organized on the basis of grade and has no standard grade designation. Such classes are likely to contain pupils of different ages, frequently identified according to level of performance in one or more areas of instruction rather than according to grade level or age level.

NONPROFIT ORGANIZATION - Any organization no part of whose net earnings may lawfully inure to the benefit of any private shareholder or individual.

NORM REFERENCED TEST - An objective achievement test intended to provide valid discrimination among students of all levels of achievement. This test shows the relationship of the student to a specified population.

NOTICE OF GRANT AWARD - The official document that notifies the grantee of the award of a grant.

OBJECTIVE - A description of what you are willing to be accountable for as a result of spending the sponsor's funds.

OUT-OF-SCHOOL YOUTH (DROPOUTS) - Persons who have left school, for any reason except death, before graduation or completion of a program of studies, without transferring to another school and before attaining age 18. The term "dropout" is used to designate a pupil who has been in membership during the regular school term and who withdraws before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout, whether or not he has completed a minimum required amount of school work, if his dropping out occurs during or between regular school terms, or before or after he has passed the compulsory school attendance age.

PARAPROFESSIONALS - Direct, nonprofessional staff support services to licensed or certified education. This may be instructional or noninstructional.

PRE-APPLICATION - A submission made for the purpose of obtaining information or advice about the probable acceptability of the preparation of a future application.

PRESCHOOL (READINESS) - The preparation of children between 2 and 5 years of age to actualize their potential.

PROGRAM - The general organization and administration of related educational projects designed to improve coordinated aspects of education consisting of components, activities, and objectives.

PROGRAM ANNOUNCEMENT - A statement providing information on programs for which applications are being solicited including deadline dates and other relevant information.

PROJECT PERIOD - The total time for which support of a project has been programmatically approved. A project period may consist of one or more budget periods. The total project period comprises the original project period and any extensions thereof.

FUNDING TERMS (Cont'd.)

RFP (REQUEST FOR PROPOSAL) - A document issued by a sponsoring agency for the purpose of inviting qualified organizations to submit a proposal to accomplish a specific scope of work that is outlined.

RESCISSION - Enacted legislation canceling budget authority previously granted by Congress. Rescissions proposed by the President must be approved by the Congress within 45 days in order to become effective.

SEED MONEY PROJECT - A project that once having been initially funded is intended to create a continuing or long term impact without the subsequent infusion of outside support. In other words, a project that once having started, becomes self-sustaining.

SOLICITED PROPOSAL - An arrangement whereby a sponsoring agency requests that you prepare a proposal for submission to it. The project concept originates with the agency.

SPECIAL EDUCATION - The education of pupils (e.g., the deaf, the blind and partially seeing, the mentally subnormal, the gifted) who deviate so far physically, mentally, emotionally, or socially from the relatively homogeneous groups of so-called "normal" pupils that the standard curriculum is not suitable for their educational needs. Such projects involve the modification of the standard curriculum in contact, methods of instruction, and expected rate of progress to provide optimum educational opportunity for such pupils. These pupils are taught in special classes by special curricula, or in special schools.

STATE CLEARINGHOUSE - An agency of the State Government designated by the Governor or by State law to carry out the requirements of Part I of Attachment A of Circular A-95.

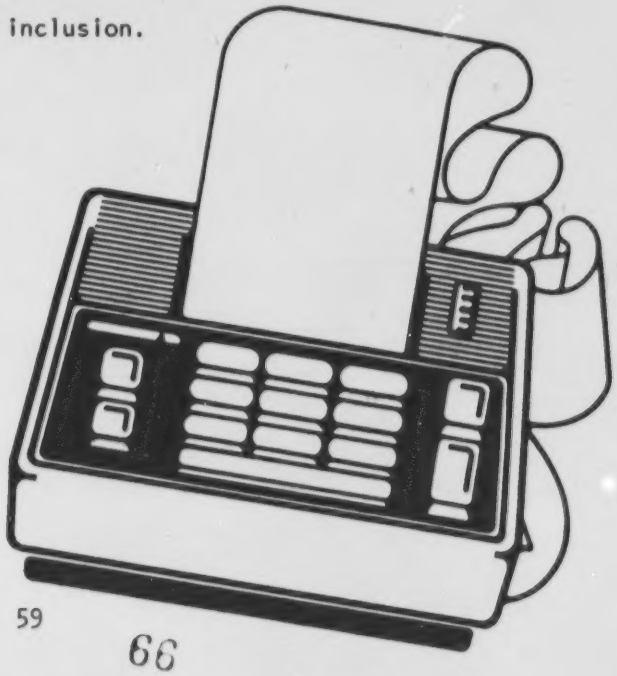
SUPPLANTING - A procedure whereby an applicant shifts the burden of support for some type of a required, customary, or desirable activity to an agency. Supplanting by a recipient agency is frowned upon or legally restricted by most sponsors, but it is difficult to prove. If you get a grant to do X, but you would have done X anyway, and then you go ahead and do something else with the money you were originally going to spend doing X then you are supplanting.

SUMMATIVE EVALUATION - Refers to evaluation conducted at the end of a program for the express purpose of judging the worth or effectiveness of that program for potential users for whom it has been developed.

SAMPLE BUDGETS—POINTS TO REMEMBER

The budget describes a project in dollars and cents and is usually scrutinized carefully by the funding agency in terms of reasonability of costs and management capability of the applicant agency. The proposal developer should be familiar with the regulations and allowable costs, and should use the proper budget forms. All items included in the proposal narrative which incur costs for the funding agency should be included in the budget.

Sample budgets are provided on the following pages. Since salary rates, fringe benefits and indirect costs are subject to change, these budgets are included only to suggest possible formats and items for inclusion.



PROPOSAL BUDGET—SAMPLE

Program: _____

_____

Funding Source: _____

Duration of Program: July 1, 1977 - June 30, 1978

Page 1	Project Cost
Personnel Costs	
Coordinator (Teacher Assigned)*	$ 21,850
Fringe Benefits	
Welfare	470
Social Security (16,500 x 5.8%)	966
Retirement (25.33%)	5,674
Cola	150
Health	540
Annuity	400
	$ 8,200
Total Personnel	$ 30,050
OTPS	
Consultant(s) Workshop/Curr. Dev.) 20 days x 100. p/d	2,000
Consultant (Evaluation)	900
Instructional & Reference Materials	1,800
Audio-Visual Supp es	300
Local Travel	100
Printing	1,000
Postage	200
Telephone	650
Office Supplies	200
Total OTPS	$ 7,150
Subtotal	$ 37,200
**Indirect Costs (6.9%)	2,567
Total	$ 39,767

*Salary Includes Longevity
**Pending Official 1977-78 Rate

PROPOSAL BUDGET—SAMPLE

Program: _____

_____

Funding Source: _____

Duration of Program: July 1, 1978 - June 30, 1979

Page 1

	Project Cost
Personnel Costs	
Coordinator (TA)	$ 21,850
Retirement (25.33%) x $21,850) + COLA	5,585
Maximum Annuity	400
FICA (5.85% x $16,500)	966
Health	540
Welfare	420
Cola	200
	$ 29,961
Senior Typist (part-time)	
1 x 180 days x 3hr./day x $4.57/hr.	2,468
1 x 15 days x 5hr./day x $4.57/hr.	343
Social Security ($2,811 x 5.8%)	165
	$ 2,976
Curriculum Development	
(Teachers 9 x 10 days x 3hr./day x $13.30/hr.)	$ 3,591
(Teacher-in-charge 1 x 15 days x 5hr./day x $13.30/hr.)	998
Consultant Time (20 x $100/day-max.)	2,000
	$ 6,589
OTPS	
Postage	$ 150
Bus Rental (36 x $75/bus)	1,850
Admission Fees (270 x 2 x $2.00)	1,080
Out-of-City Travel (Coordinator)	300
Conference Expenses	200
Office Supplies	150
Telephone	480
Evaluation	1,200
Instructional Supplies	3,000
Audio-Visual Supplies	1,000
Printing for Dissemination (Final Report)	2,500
Direct Costs	$ 51,436
Indirect Costs (7.5%)*	3,858
TOTAL COST	$ 55,294

*Subject to 1978-79 rate

EVALUATION

The purpose of evaluation is to assess the degree of change or lack of change that has taken place as a result of project operation. It is necessary to know throughout the life of the project whether or not the activities undertaken are indeed bringing about the desired change as stated in the objectives. In this respect, the criteria for judging success stated in the objectives become basic to the formulation of the evaluation design.

The selection of evaluation instruments is guided by the criteria, and these instruments must relate to assessment of the objective in terms of the degree to which the criteria are met. Instruments must be selected or developed prior to project implementation. This is of primary importance since reliable assessment of change cannot be made after-the-fact. It is necessary to measure the status of the subjects to be changed before project activities start. Adequate baseline data are essential to the measurement process.

The measurement process is a comparison of "what was" with "what is" after project activities have taken place and also measurement of the degree to which "what is" compares with what was expected in terms of the criteria for success stated in the objectives. In addition, interim assessment is necessary as project activities are under way to ensure that these activities are meeting the objectives or, if they are not, to provide reliable information for changing the activities in some manner to increase the possiblitity of success. The role of the evaluator and the evaluation design in respect to providing information to project administration for decision making is an important element in the success of a project.

An evaluation timeline should be developed to coordinate the various elements of the evaluation design and ensure that all aspects of the project are being assessed at the proper times for decision-making and obtaining measurement necessary to the assessment of final results. The timeline alerts project personnel and participants concerning evaluation activities and the necessity of those recordkeeping and data collection functions which are their responsibility. It also provides the project director with a control mechanism to keep project activities on schedule.

EVALUATION (Cont'd.)

Definitive evaluation information is a valuable resource with which a chief school administrator can convince the community and the school board that a new method is better than the old and should be adopted by the school system.

In summary, an acceptable evaluation strategy incorporates the following

1. All of the objectives are stated in measurable terms.

2. The activities appear to be those which will tend to achieve the objectives.

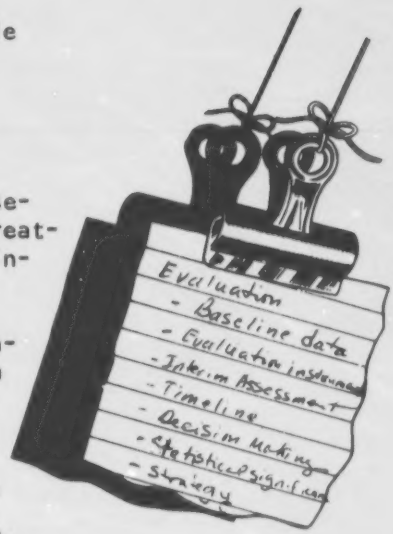
3. Arrangements have been made to accumulate baseline data prior to the actual start of the treatment. One such arrangement would be the administration of a pretest.

4. For projects wherein process data are of paramount interest, a scheme is presented through which pertinent and appropriate data will be collected, aggregated, stored and used.

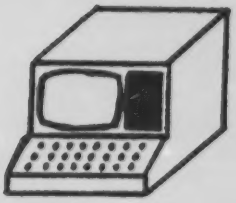
5. Where instrumentation such as tests are used, such instrumentation must be appropriate for the topic and where possible will be standardized. (Standardized as used here means they will have met at least the minimum criteria for both reliability and validity.)

6. Appropriate means will enable the accumulation of product or project-end data. Where post tests are used, they should be compatible with the pretests. (This means that the same kinds of items should be tested at both data points.)

7. Appropriate procedures should be specified which show how the project staff will (a) analyze the collected data; (b) make appropriate inferences; (c) determine both statistical and educational significance.



Source of Information: Planning Guide, ESEA IV, Part C - 1976-77, The State Education Department, Division of ESC General Program Planning, Albany, New York 12234



COMPUTER SEARCH SERVICES

NEW YORK CITY BOARD OF EDUCATION

To encourage increased dissemination of educational ideas and discourage "reinventing the wheel," many proposals now require searches of the educational literature. There are two extremely valuable computer research services available through the Board of Education which can assist proposal writers with obtaining pertinent research quickly and efficiently.

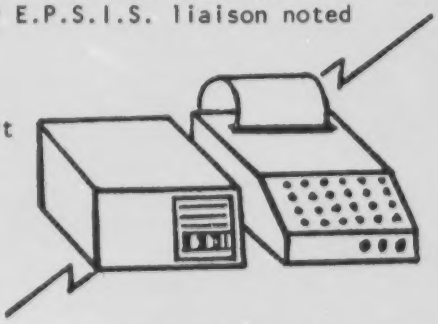
1. Educational Studies and Program Information Service (E.P.S.I.S.)

E.P.S.I.S. of the New York State Education Department provides New York State educators with free computer searches of the ERIC Collection only. The ERIC Collection is comprised of curricula, occasional papers, position papers, and research documents covering all content and support areas. Citations of educational journals are also provided.

Research questions are translated into computer language by the E.P.S.I.S. liaison at the Board, transmitted to Albany and an easily reproduceable computer print-out indicates (1) the ERIC document or journal number (2) author and title of document or journal number (2) author and title of document or journal and other pertinent publication information (3) a brief description (abstract) of the salient points of the document. A maximum of 80 citations per research question is offered. This search service takes approximately 2 weeks.

E.P.S.I.S. will also send the user desired documents in microfiche copy free upon request. Microfiche do not have to be returned. A list of where microfiche readers are located is available from the New York City E.P.S.I.S. liaison noted below. For further information contact:

Ms. Carole Haber, E.P.S.I.S. Liaison
Division of Educational Planning and Support
Dissemination Unit
131 Livingston Street - Room 201
Brooklyn, New York 11201
Telephone: (212) 596-4980



2. DIALOG - Online Computer-Based Information Service

While E.P.S.I.S. searches only the ERIC Collection, the DIALOG system has the capability of searching via computer approximately 60 additional data bases. A few of these specialized data bases are: Psychological Abstracts; Exceptional Child Abstracts; Language and Language Development Abstracts; Sociological Abstracts; Doctoral Dissertation Abstracts.

The computer print-out indicates 1) the document or journal number 2) author and title of document or journal and other pertinent publication information 3) complete posting of all descriptors and identifiers assigned to documents and 4) an abstract of the salient points of the documents. It is printed on an 8 x 10 format and is easily reproduceable. An important feature of this service is the assignment of specially trained information specialists who are available for discussion and consultation before and after the search is placed on the computer terminal.

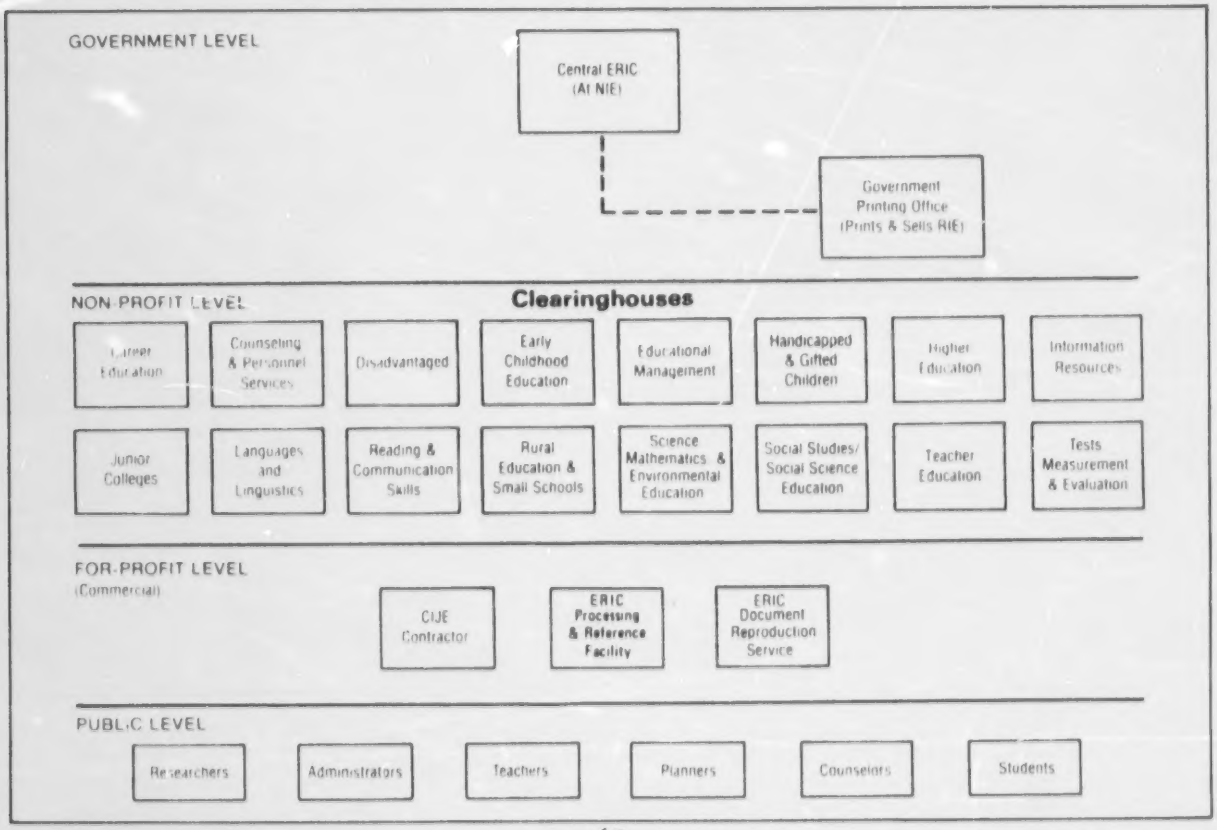
The cost for this service is 10¢ per full citation,plus the cost of computer time. Searches, depending upon their complexity, usually cost between $10.00 and $25.00. There is no limit to the scope or number of citations which may be requested. However, the user specifies the maximum amount of money she or he is willing to spend. The service is offered at cost without customary service fees for such comprehensive service. The payment is made by purchase order or money order written to Lockheed Information Systems. This search service takes approximately one week.

A New York metropolitan area geographic listing of the availability of ERIC microfiche collections is available. E.P.S.I.S. will also provide users of the DIALOG system with free microfiche copies of ERIC documents. In addition regularly scheduled staff training workshop sessions in cooperation with the ERIC Clearinghouse on Urban Education, Teachers College Columbia University are offered. Extensive descriptive materials on the use of information systems are provided to all participants.

For further information contact:

Ms. Flora O'Neill
Office of Educational Evaluation
110 Livingston Street, Room 726
Brooklyn, New York 11201
Telephone: (212) 596-4045

ERIC PROCESSING AND REFERENCE FACILITY



ELIGIBLE APPLICANTS AND NONPUBLIC SCHOOL

INVOLVEMENT IN COMPETITIVE FEDERAL SOURCES OF FUNDING

The following information is related to the involvement of nonpublic school students in educational programs under various legislative titles. You will note that legislative authorizations vary widely in regard to the involvement of the nonpublic schools as eligible applicants.

It should be noted that in the case of any proposal under development, the respective Rules and Regulations governing that proposal, as published in the Federal Register, should be consulted for additional and more specific information.

Programs included within this listing are categorized as follows:

I. Elementary and Secondary Education Act
II. Desegregation Programs.
III. Special Projects Act
IV. Additional Federal Education Programs
V. Allocation (Non-competitive Programs)
VI. Vocational and Special Education
VII. Education Amendments of 1976

The following abbreviations are found within the listings:

ESEA - Elementary and Secondary Education Act
IHE - Institution of Higher Education
LEA - Local Education Agency (School District)
NPO - Nonprofit Organization
SEA - State Education Agency

The following terms, used throughout, are defined as follows:

Mandated - These programs have a statutory mandate requiring that benefits be made available to nonpublic school students/staff.

Permitted - These programs do not have a statutory mandate as described above; however, benefits may be provided to nonpublic school students/staff, at the discretion of the applicant LEA.

Not Applicable - These programs are designed to service either public schools only, or the total school community, including public and nonpublic school students, as well as other members of the community.

Subject to Regulations - These new programs, incorporated in the Education Amendments of 1976, have not issued to date proposed/final Regulations; therefore, information concerning these programs is incomplete.

The United States Office of Education has issued a listing of Federal education programs which states that legal applicants for specified programs include nonprofit private schools. A copy of this list is included for your use. Nonprofit private school representatives may write or call these offices directly.

ELIGIBLE APPLICANTS AND NONPUBLIC SCHOOL INVOLVEMENT IN COMPETITIVE FEDERAL SOURCES OF FUNDING (Cont'd.)

Title of Program	Eligibility	Nonpublic School Involvement	Description
I. ESEA			
ESEA Title IV, Part C	LEA	Mandated	Educational Innovation and Support Programs
ESEA Title IV, Part C Mini-Projects	LEA	Mandated	Small Innovative Programs
ESEA Title VII (Bilingual Education Act)	LEA	Mandated	Demonstration and Training Bilingual Education Programs
ESEA Title IX (Ethnic Heritage)	LEA NPO IHE SEA	Permitted	Ethnic Heritage Training, Curriculum Development and Dissemination Programs
II. DESEGREGATION PROGRAMS			
Emergency School Aid Act: Basic	LEA	Mandated	Desegregation Assistance
Emergency School Aid Act: Pilot	LEA	Mandated	Desegregation Assistance for Innovative Programs in Minority-Group Isolated Schools
Emergency School Aid Act: Bilingual	LEA NPO IHE	Mandated	Desegregation Assistance for Minority-Group Students of Limited English Speaking Ability
Emergency School Aid Act: Nonprofit Organizations	NPO IHE	Not Applicable	Desegregation Program Assistance in Support of (Basic) Eligible School District Plans
Emergency School Aid Act: Special Projects	NPO IHE SEA	Not Applicable	Desegregation Assistance Related to Special Student Concerns, Arts, Mathematics and Television
Civil Rights Act (Grants to School Boards)	LEA	Not Applicable	Technical Assistance and Training Program Re: Desegregation Activities
III. SPECIAL PROJECTS ACT			
Arts Education Program	LEA SEA	Permitted	Enriched Arts Programs
Career Education Program	LEA NPO IHE SEA	Permitted	Demonstration and Training Programs for Career Education

ELIGIBLE APPLICANTS AND NONPUBLIC SCHOOL INVOLVEMENT IN COMPETITIVE FEDERAL SOURCES OF FUNDING (Cont'd.)

Title of Program	Eligibility	Nonpublic School Involvement	Description
Community Education Program	LEA IHE SEA	Not Applicable	Public School Buildings Servicing the Larger Community
Consumer Education Program	LEA NPO IHE SEA	Permitted	Demonstration and Training Programs in Consumer Education
Gifted and Talented Program	LEA NPO IHE SEA	Mandated	Program to Meet the Special Educational Needs of Gifted and Talented Students
Metric Education Program	LEA NPO IHE SEA	Permitted	Training Program for Metric Education
Women's Educational Equity Act Program	LEA NPO IHE SEA	Permitted	Promotion of Greater Equity of Educational Opportunity for Women and Men
IV.	OTHER USOE PROGRAMS		
Alcohol and Drug Abuse Prevention Program	LEA NPO	Permitted	Training Program for Alcohol and Drug Abuse Personnel
Environmental Education Program	LEA NPO IHE	Permitted	Improvement of School and Community Environment
Follow Through	LEA	Mandated	Primary Grade Assistance Program
Indian Education Act Program	LEA NPO	Mandated	Improvement of Educational Opportunity for Native American Students
Elementary and Secondary Humanities Program	LEA NPO	Permitted	Demonstration Programs in the Humanities
Right to Read (National Reading Improvement Act)	LEA NPO SEA	Mandated	Programs to Improve Reading Instruction
Teacher Corps	LEA with IHE	Subject to Regulations	Staff Development

ELIGIBLE APPLICANTS AND NONPUBLIC SCHOOL INVOLVEMENT IN COMPETITIVE FEDERAL SOURCES OF FUNDING (Cont'd.)

V. ALLOCATION (NON-COMPETITIVE) PROGRAMS			
Title of Program	Eligibility	Nonpublic School Involvement	Description
ESEA Title I	LEA	Mandated	Program for Disadvantaged Students
ESEA Title IV, Part B	LEA	Mandated	Provision of Library and Learning Resources, and Guidance Services
Indochinese Refugee Assistance Act	LEA	Mandated	Program to Meet the Special Educational Needs of Refugee Students from Laos, Cambodia and Vietnam
Child Nutrition Act Program	LEA	Mandated	Assistance in Providing School Breakfasts, Milk and Nonfood Services
National School Lunch Program	LEA	Mandated	Assistance in Providing School Lunches
VI. VOCATIONAL AND SPECIAL EDUCATION			
Education of All Handicapped Children Act	LEA	Mandated	Program to Meet the Special Needs of Handicapped Students
Education of the Handicapped Act-Part B	LEA	Mandated	Program to Meet the Special Needs of Handicapped Students
Education of the Handicapped Act-Part C	LEA NPO IHE	Permitted	Programs for: - Deaf-Blind Centers - Early Education - Regional Programs
Education of the Handicapped Act-Part D	NPO IHE SEA	Not Applicable	Training Programs for Special Education Personnel
Education of the Handicapped Act-Part G	LEA NPO	Permitted	Learning Disabilities Program
Vocational Education Act	LEA	Mandated	Vocational Education Programs

ELIGIBLE APPLICANTS AND NONPUBLIC SCHOOL INVOLVEMENT IN COMPETITIVE FEDERAL SOURCES OF FUNDING (Cont'd.)

VII. EDUCATION AMENDMENTS OF 1976

Title of Program	Eligibility	Nonpublic School Involvement	Description
Lifelong Learning Program	NPO IHE SEA	Not Applicable	Program to Coordinate Plan, and Assess Lifelong Learning
Educational Information Centers Program	LEA with IHE NPO IHE	Subject to Regulations	Information, Referral and Counseling Centers for Individuals
Teacher Center Program	LEA	Mandated	Program for Curricular and In-service Training for School Personnel

Information included in this section, pertaining to the nonpublic schools, was obtained from specific laws/regulations and information prepared by Dr. Dwight D. Crum, Director, Office of Nonpublic Educational Services, Office of the Commissioner, United States Office of Education. Mr. James Mahoney, Director, Public Assisted Programs, Archdiocese of New York, assisted in the organizing of these materials.

COMPETITIVE FEDERAL SOURCES OF FUNDING: 1976-77 ANNOUNCEMENTS FOR 1977-78 PROGRAMS FOR LOCAL EDUCATION AGENCIES

The enclosed materials provide a review of major Federal educational programs (competitive) in terms of pivotal dates and levels of funding announced during 1976 - 1977. The attached charts have been prepared chronologically, according to the closing date announced for each program. Programs for vocational education and handicapped students, per se, have not been included. These programs are administered in New York City by designated offices of the Central Board of Education.

Information listed as "unofficial" indicates that a formal announcement has not as yet appeared in the Federal Register; however, data has been included on the basis of information obtained by this office from officials of the United States Office of Education.

The following abbreviations are found within the charts:

EPDA-B	-	Education Professions Development Act, Part B (Teacher Corps)
ESEA	-	Elementary and Secondary Education Act of 1965, As Amended
FR	-	Federal Register
LEAA	-	Law Enforcement Assistance Administration
NEA	-	National Endowment for the Arts
NEH	-	National Endowment for the Humanities
NIE	-	National Institute of Education
NSF	-	National Science Foundation
NYSED	-	New York State Education Department
ORIG.	-	Original Closing Date, as Announced in the FR
REGS.	-	Final "Rules and Regulations" containing criteria and guidelines for programs, as published in the FR
REV.	-	Revised Closing Date, as Announced in the FR
SPA	-	Special Projects Act of the Education Amendments of 1974
T.	-	Title
USOE	-	United States Office of Education

TITLE OF PROGRAM AND SOURCE OF FUNDS	DATE OF APPLICABLE REGS IN FR	CLOSING DATE IN FR	CLOSING DATE	TOTAL FUNDS AVAILABLE NATIONWIDE	AVERAGE/ RANGE OF GRANT AWARD
Specific Learning Disabilities Program- USOE (ESEA T. VI-G)	Feb. 20, 1975	Oct. 20 1976	Dec. 9, 1976	$ 9,000,000	$ 80,000 - $120,000
Teacher Corps- USOE (EPDA-B)	Aug. 16 1976	Sept. 28, 1976	Dec. 15, 1976	$37,500,000	$300,000
Ethnic Heritage Studies Program- USOE (ESEA T. IX)	May 20, 1975	Oct. 14 1976	Dec. 17, 1976	$ 2,300,000	$ 37,000 (General) $ 15,000 (Minigrants)
ESEA Title IV-C: Educational Innovation and Support- NYSED	Oct. 1, 1976 (NYSED Announcement)	Oct. 1, 1976 (NYSED Announcement)	Jan. 14, 1977	$ 5,500,000 (Statewide)	$ 3,000 - $120,000
Mini-Project Program (ESEA Title IV-C)- NYSED	Oct. 7, 1976 (NYSED Announcement)	Oct. 7, 1976 (NYSED Announcement)	Jan. 14, 1977	$ 900,000 (Statewide) $ 320,850 (New York City)	$ 500 - $ 3,000
Civil Rights Act, T. IV: Grants to School Boards- USOE	Jan. 12, 1976	Nov. 12, 1976	Jan. 17, 1977	$ 2,500,00 (To LEAs)	$ 50,000
Emergency School Aid Act (ESAA)- USOE a. Basic Grants b. Pilot Grants c. Bilingual Grants d. Nonprofit Organization Grants e. Special Projects & Eval.	Nov. 13, 1975 (As Compiled by USOE)	Nov. 12, 1976	Jan. 17, 1977 --- April 14, 1977 (Resubmitted)	$215,000,000 (Nationwide) a. $137,600,000 b. $ 32,250,000 c. $ 8,600,000 d. $ 17,200,000 e. $ 19,350,000	Designated by Grant Type (Based on NYS, FY 77) a. $ 775,000 b. $ 555,700 c. $ 700,000 d. $ 80,000 e. $ 150,000

TITLE OF PROGRAM AND SOURCE OF FUNDS	DATE OF APPLICABLE REGS IN FR	CLOSING DATE IN FR	CLOSING DATE	TOTAL FUNDS AVAILABLE NATIONWIDE	AVERAGE/ RANGE OF GRANT AWARD
Programs to Prevent Juvenile Delinquency-LEAA	No. FR Announcement	No. FR Announcement	Jan. 30, 1977	$ 10,000,000	$ 1,000,000 (2 years)
Community Education Program-USOE (SPA)	Dec. 12, 1975	Nov. 26 1976	Feb. 7, 1977	$ 1,500,000 (For LEAs)	$ 33,000
Metric Education Program-USOE (SPA)	Apr. 21, 1976	Nov. 5, 1976	Feb. 11, 1977	$ 2,090,000	$ 24,000
Bilingual Education Program (ESEA T. VII): New Grants - USOE	June 11, 1976	Dec. 15, 1976 (Orig.) Feb. 11 1976(Rev.)	Feb. 15, 1977 (orig.) Feb. 28, 1977(Rev)	$15,000,000	$ 178,000
Environmental Education Program USOE	May 21, 1974 Mar. 24, 1975	Dec. 1, 1976	Feb. 23, 1977	$ 3,500,000	$ 50,000 (General) 10,000 (Minigrants)
Arts Education Program USOE (SPA)	Apr. 26, 1976	Jan. 7, 1977 (Orig.) Feb. 9, 1977(Rev.)	Mar. 1, 1977 (Orig.) Mar. 23, 1977(Rev)	$ 750,000	$ 10,000
Emergency School Aid Act: Special Projects-USOE	Nov. 13, 1975 (As Compiled by USOE)	Jan. 11, 1977	Mar. 7, 1977	$ 7,750,000 (Nationwide)	Based on FY 77 Averages
a. Special Arts				a. 1,500,000	a.$ 95,000
b. Special Mathematics				b. 750,000	b.$475,00
c. Special Student Concerns				c. 1,200,000	c.$200,000
d. Other Special Projects				d. 4,300,000	d.$513,000

TITLE OF PROGRAM AND SOURCE OF FUNDS	DATE OF APPLICABLE REGS IN FR	CLOSING DATE IN FR	CLOSING DATE	TOTAL FUNDS AVAILABLE NATIONWIDE	AVERAGE/ RANGE OF GRANT AWARD
Gifted and Talented Program - USOE (SPA)	May 6, 1976	Feb. 16, 1977	Mar. 8, 1977 (Orig.) Apr. 27, 1977 (Rev.)	$ 250,000 (For General LEA Grants)	$ 20,000
Consumer Education Program - USOE (SPA)	May 24, 1976	Jan. 5, 1977	Mar. 10, 1977	$3,135,000	$ 40,000
Right to Read Special Emphasis Project- USOE	May 26, 1977	Feb. 1, 1977	Mar. 11, 1977	$ 900,000	$ 178,000
Career Education Program- USOE (SPA)	May 13, 1976	Jan. 11, 1977	Mar. 15, 1977	$10,035,000	$ 100,000
Bilingual Education Program (ESEA T. VII): Continuation Grants - USOE	June 11, 1976	Dec. 15, 1977	Mar, 21, 1977	$70,700,000	$ 178,000
Elementary and Secondary Humanities Education Program -NEH	No FR Announcement	No FR Announcement	Apr. 1, 1977	$ 2,200,000	$ 50,000
Right to Read Reading Improvement Projects- USOE	May 26, 1977	Feb. 1, 1977	Apr. 6, 1977	$ 6,700,000	$ 15,000 - $ 125,000 Elementary $ 5,000 - $ 25,000 Pre-elementary

TITLE OF PROGRAM AND SOURCE OF FUNDS	DATE OF APPLICABLE REGS IN FR	CLOSING DATE IN FR	CLOSING DATE	TOTAL FUNDS AVAILABLE NATIONWIDE	AVERAGE/ RANGE OF GRANT AWARD
Organizational Processes in Education: Research Grants Program - NIE	Jan. 5, 1977	Mar. 10, 1977	3 Review Cycle Closing Dates: Apr. 15, 1977; July 15, 1977; Sept. 30, 1977	$ 1,100,000	Small Grants- $ 7,500 Large Grants- Undetermined
National Science Foundation Programs - NSF a. Development in Science Education (DISE) b. Research in Science Education (RISE)	No FR Announcement	No FR Announcement	Apr. 22, 1977	$ 11,200,000 a. $8,200,000 b. $3,000,000	$ 100,000 - $ 125,000
Women's Educational Equity Act USOE (SPA)	Apr. 1, 1977 (Proposed)	Apr. 1, 1977	Apr. 29, 1977 (Preapplications) May 23, 1977 (Small Grant Applications) June 27, 1977 (General Grant Applications)	$ 7,270,000	Small Grants- $ 15,000; General Grants - $ 35,000- $175,000

TITLE OF PROGRAM AND SOURCE OF FUNDS	DATE OF APPLICABLE REGS IN FR	CLOSING DATE IN FR	CLOSING DATE	TOTAL FUNDS AVAILABLE NATIONWIDE	AVERAGE/ RANGE OF GRANT AWARD
Alcohol & Drug Abuse Prevention Program - USOE	Oct. 27, 1976	No FR An - nouncement	May 15, 1977	$ 2,000,000	$ 10,000
Challenge Grant Program- NEH	Mar. 8, 1977 (Proposed)	Mar. 8, 1977	June 1, 1977	To be Deter- mined	$ 2,000 - $ 1,000,000 (Matching Funds)
Jazz/Folk/Ethnic Music Program- NEA	Mar. 25, 1977	Mar. 25 1977	June 1, 1977	$ 670,000	$ 15,000 average grant (Matching Funds)
Research on Education and Work Program- NIE	May 31, 1977	May 31, 1977	July 7, 1977	$ 2,990,000	$ 100,000 - $ 150,000
Teacher Centers Program USOE (SPA)	June 13, 1977 (Proposed)	To be Announced	To be Announced	Pending Appropriation	$ 50,000 - $150,000

MEMBERS, HOUSE OF REPRESENTATIVES BY CONGRESSIONAL DISTRICT AND COMMUNITY SCHOOL DISTRICT—1977

CONGRESSIONAL DISTRICT NUMBER	REPRESENTATIVE	COMMUNITY SCHOOL DISTRICT NUMBER
	Queens	
6	Lester L. Wolff (D-L)	25, 26, 28, 29
7	Joseph P. Addabbo (D-L)	24, 27, 28, 29
8	Benjamin S. Rosenthal (D-L)	24, 25, 26, 28, 29, 30
9	James J. Delaney (D-C)	24, 27, 28, 30
10	Mario Biaggi (D-C)	24, 25, 30
11	James H. Scheuer (D-L)	27, 29
	Brooklyn	
11	James H. Scheuer (D-L)	18, 19, 22, 23
12	Shirley Chisholm (D-L)	13, 14, 16, 17, 19, 23, 32
13	Stephen J. Solarz (D-L)	15, 17, 20, 21, 22
14	Frederick W. Richmond (D-L)	13, 14, 15, 32
15	Leo C. Zeferetti (D)	13, 15, 17, 20
16	Elizabeth Holtzman (D-L)	17, 18, 19, 22, 23
	Staten Island	
17	John M. Murphy (D)	31
	Manhattan	
17	John M. Murphy (D)	1, 2
18	Edward I. Koch (D-L)	1, 2
19	Charles B. Rangel (D-L)	2, 3, 4, 5, 6
20	Theodore Weiss (D)	2, 3, 5, 6
	Bronx	
10	Mario Biaggi (D-C)	8, 10, 11, 12
20	Theodore Weiss (D)	10
21	Herman Badillo (D-L)	7, 8, 9, 12
22	Jonathan B. Bingham (D-L)	9, 10, 11, 12
23	Bruce F. Caputo (R)	10, 11

HOW A BILL BECOMES A LAW

The most foresighted of seers cannot predict how long it will take for a Bill to be passed by both houses of the Congress. Some measures regularly languish by reason of Committee inaction, and die in the Committee files when the two-year tenure of a Congress ends, only to be reintroduced in the next.

As to "How a Bill Becomes a Law," the answer lies in the rules and methods of procedures requiring a "minimum" of 20 steps along the path to enactment.

Stripped as far as possible of technical parliamentary language, these are the steps:

1. To be introduced, a Bill first must be drafted and phrased in correct legal form. For this task members have the advice and assistance of professional Committee staff members, and in the House has the aid of its Legislative Council. The substance of the measure may have originated with the member who sponsors it, or with either the President or one of his Administrations's departments or agencies - or it may be the product of outside organizations or a special interest group. Often the latter Bills are indicated as sponsored "By Request" and with no guarantee that the sponsor will work hard for their passage.

A Bill may be introduced either in the House or Senate, or identical or similar Bills in both branches.

2. A Bill is introduced simply by dropping it into a basket, known as the "hopper."

3. Only the title of the Bill is then read by the House Clerk.

4. It is then assigned a number and ordered to be printed.

5. The Speaker refers the printed Bill to the proper Committee since obviously every member cannot possibly have the time to read, let alone study, every one of the thousands of Bills.

6. The Committee Chairman may refer the Bill to the appropriate Government Department or agency for its comment.

Their comments, pro and con, or suggestions, are not necessarily binding but do give the Congress the viewpoint of the Administration. This is important, particularly in the case of a major measure providing for large expenditures which must be considered in light of White House budgetary plans.

It takes time for the agencies to "staff" the matter and get their replies back to the Committee. If the substance of the bill is controversial, the Committee, or a Subcommittee, may decide to hold public hearings.

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Supporters and opponents alike are given opportunity to state their positions on the issue involved.

Some hearings are routine, when a witness is satisfied to submit a written statement "for the record." Others may face questioning that sparks protracted discussion. If security is involved the hearing may be held in executive session, as also occurs frequently when the Committee is "marking up" a bill (putting the language in final form) or in voting on reporting it.

Not to be overlooked is the influence of seasoned professional staff members who can and sometimes do influence "policy" as well as attend to the technicalities of proposed legislation. If a Subcommittee has been entrusted with a measure, its recommendations are subject to approval or disapproval by the full Committee; disapproval is relatively rare.

7. The Committee has the option by majority vote of reporting the measure favorably, amending or revising it, rewriting it completely, or "laying it on the table." In the latter case, it is to all intents and purposes dead and forgotten, unless a majority of the whole House (218 members) by petition to discharge the Committee, forces it to the Floor. This occurs rarely.

8. If the Bill is approved, it is put on a House calendar to await its turn for consideration. If it is unusually important and urgent, the House Rules Committee - if in agreement with the leadership - can give it priority over other Bills awaiting action by the House.

9. Reaching the floor of the House, a measure is given second reading, this time in full. Printed copies of the Bill and the Committee's report are made available to all members. Amendments may or may not be in order. If approved, it then comes up for third reading, by title only, followed by the vote on the final passage. If the Bill is passed, it then is "engrossed"; that is, reprinted in the exact form in which it was approved, attested by the House Clerk, and sent to the Senate.

10. The Senate Clerk reads it - by title only - and it is referred to a Committee.

11. The Senate Committee, if it desires, may hold public hearings on the House-passed Bill. BUT - and this is an import "BUT" - it may not take up the Bill at all, in which case it's as good as dead. (The reverse can happen, of course, with a Bill that originates in the Senate.) If, however, the Senate Committee reports favorably on the House Bill, with or without amendment, it is listed on the Senate calendar or possibly pushed ahead of others by the Senate Rules Committee, depending upon its importance.

12. The Bill is read in full (second reading) when brought up for consideration on the floor. Under Senate rules, contrary to those of the House, debate is unlimited unless a majority votes a time limitation, and the Bill is then put to a vote. If approved, it is read a third time, by title only, and voted upon finally for passage.

13. If unchanged from the form in which it reached the Senate, the Bill is ready - aside from a few formalities - for dispatch to the White House.

14. However, should the Senate have amended the Bill, it must be returned to the House for its agreement to, or rejection of, the changes.

15. In the latter event, a Conference Committee is appointed - by the Vice-President and the Speaker - comprising members of both branches and including members of both branches and including members of the majority and minority parties, to try to reconcile the differences. In most instances, conferees reach a compromise that is routinely approved by both Senate and House. But when a majority in either objects to the Conference Committee's report, or some part of it, it is returned to the Committee with instructions to its delegation to insist upon its position on the substantive points still at issue.

This means further delay of weeks and even months. For instance, in the last Congress, the Armed Forces Bill, authorizing $21.4 billion of appropriations for procurement of aircraft, missiles, naval ship construction, research and development, etc, was hung up in conference from July 17 to Sept. 11. One hundred and forty-five bills had to travel the Conference Committee route in the 90th Congress. Seven of them were still in limbo when Congress adjourned Dec. 9, 1968.

16. After a Bill has successfully hurdled all procedural requirements to final passage in both branches, it is copied on parchment, signed by the Speaker and the Vice-President, and sent to the White House.

17. To attest his approval, the President also signs the document. Then, it goes to the Archives to be assigned a law number, and rests there for posterity.

18. If the President fails to sign a Bill within 10 days after he receives it, while the Congress is in session, it automatically becomes law.

19. On the other hand, he may veto it and return it to the branch of its origin with a message explaining his objections. A vetoed Bill may become a law if its supporters in both the House and Senate can muster a two-thirds majority. But vetoes rarely are overridden.

20. A Bill reaching the President less than 10 days before Congress adjourns cannot become a law without his signature. If he fails to sign within the remaining time, the Bill dies. This is known as a "pocket veto."

A Bill introduced in the Senate follows the same procedure as outlined here for a House Bill.

Now, is it understandable why less than one Bill out of every 40 every survives the process?

NEW YORK CITY HIGH SCHOOLS IN RELATION TO THEIR DISTRICT LOCATION

ACADEMIC - COMPREHENSIVE HIGH SCHOOLS

Borough	High School	Community School District Location
Manhattan	Murry Bergtraum	2
	Haaren	2
	Charles F. Hughes	2
	Washington Irving	2
	Seward Park	2
	Julia Richman	2
	Stuyvesant	2
	Louis D. Brandeis	3
	Martin Luther King	3
	Benjamin Franklin	4
	John F. Kennedy	6
	Fiorello H. LaGuardia	6
	George Washington	6
Bronx	Adlai E. Stevenson	8
	Morris	9
	William H. Taft	9
	DeWitt Clinton	10
	Theodore Roosevelt	10
	Bronx H.S. of Science	10
	Walton	10
	Evander Childs	11
	Christopher Columbus	11
Brooklyn	Brooklyn Technical	13
	Eastern District	14
	Sarah J. Hale	15
	John Jay	15
	Boys' and Girls'	16
	Clara Barton	17
	Erasmus Hall	17
	Prospect Heights	17
	George W. Wingate	17
	Canarsie	18
	South Shore	18
	Samuel J. Tilden	18
	Thomas Jefferson	19
	Franklin K. Lane	19
	Fort Hamilton	20
	Bay Ridge	20
	Franklin D. Roosevelt	20
	New Utrecht	20
	John Dewey	21

NEW YORK CITY HIGH SCHOOLS IN RELATION TO THEIR DISTRICT LOCATION (Cont'd.)

Borough	High School	Community School District Location
Brooklyn (Cont'd.)	Lafayette	21
	Abraham Lincoln	21
	Edward R. Murrow	21
	Sheepshead Bay	22
	James Madison	22
	Midwood	22
	Bushwick	32
Queens	Grover Cleveland	24
	Newtown	24
	John Bowne	25
	Flushing	25
	Bayside	26
	Martin Van Buren	26
	Benjamin Cordozo	26
	Francis Lewis	26
	John Adams	27
	Beach Channel	27
	Richmond Hill	27
	August Martin	27
	Far Rockaway	27
	Hillcrest	28
	Forest Hills	28
	Jamaica	28
	Andrew Jackson	29
	Springfield Gardens	29
	William C. Bryant	30
	Long Island City	30
Staten Island	Curtis	31
	New Dorp	31
	Port Richmond	31
	Tottenville	31
	Susan E. Wagner	31

VOCATIONAL - TECHNICAL HIGH SCHOOLS

Borough	High School	Community School District Location
Manhattan	Mabel Dean Bacon	2
	Chelsea	2
	Art and Design	2
	Maritime-Food	2

NEW YORK CITY HIGH SCHOOLS IN RELATION TO THEIR DISTRICT LOCATION (Contd.)

Borough	High School	Community School District Location
Manhattan (Cont'd.)	Fashion Industries	2
	Manhattan	2
	N.Y. School of Printing	2
	Norman Thomas	2
Bronx	Samuel Gompers	7
	Alfred E. Smith	7
	Jane Addams	8
	Grace H. Dodge	10
Brooklyn	George Westinghouse	13
	Eli Whitney	14
	Automotive Trades	14
	Alexander Hamilton	17
	William H. Maxwell	19
	East New York	19
	William E. Grady	21
Queens	Queens	24
	Aviation	24
	Thomas A. Edison	28
Staten Island	Ralph McKee	31

SOURCES OF INFORMATION ON PROPOSAL WRITING

AND FUNDS FOR EDUCATION

The following listing includes many publications and sources of information pertaining to proposal writing, new legislation and obtaining grants for educational programs:

A Comprehensive Guide to Successful Grantsmanship
William J. Hill
Grant Development Institute
2552 Ridge Road
Littleton, Colo. 80120. 1972

Subscription - $24.00

A general guide, with a monthly newsletter as a supplement. Subjects include: Fundamentals of Successful Grantsmanship, How to Organize a Successful Grant Program, The Ten Phases of Grant Development, How to Write and Evaluate Grant Proposals, Secrets of Successful Grantsmanship, Tools for Successful Grantsmanship, Tools for Successful Grant Development, and Candid Thoughts on Federal Grants.

American Education
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Subscription - $13.50 per year

A magazine published 10 times a year with articles on Office of Education programs. Reports on new legislation. Good statistical data on federal funds to education. Particularly good for elementary education.

Budget of the United States Government
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost - $3.45

Compact volume contains the budget message of the President and summary information. Contains the facts and figures most users of the budget would normally need. Also explains funding programs.

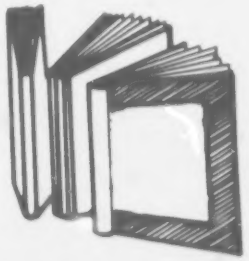
Catalog of Federal Domestic Assistance (1977)
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost - $18.00

This catalog is designed to assist in identifying the types of Federal domestic assistance available, describing eligibility requirements for the particular assistance being sought and providing guidance on how to to apply for specific types of assistance.

Code of Federal Regulations:
45 Public Welfare
Parts 1-99, revised as of 10/1/75- $3.25
Parts 100-199; revised as of 10/1/75 $6.80
Parts 200-499, revised as of 10/1/75 $3.55
Parts 500-end, revised as of 10/1/73 $2.35

These four (4) volumes gives the complete Rules and Regulations of Title 45, in which educational program guidelines are found as of the date indicated.



Commerce Business Daily
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Subscription - $75.00 per year

A daily list of U.S. Government Procurement invitations, contract awards, subcontracting leads, sales of surplus property and foreign business opportunities.

A Compendium of Federal Education Laws: Congress
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Cost - Free

Useful summary of legislation grouped by major educational levels, such as higher education, elementary and secondary education, adult and vocational education.

Congressional Directory
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost - $8.50

Directory issued in the spring of each year with background information on all members of Congress, plus statistical details on elections and term of office. Lists committee memberships, plus the names and addresses of cabinet officials and major federal agency personnel.

Congressional Record
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost - $45.00 per year

The public proceedings and debates of Congress as recorded by the official reporters. An invaluable record showing House and Senate action for each day they are in session. Includes an index.

Developing Skills in Proposal Writing
Mary Hall
Continuing Education Publications
Waldo Hall 100
Corvallis, Oreg. 97331. 1972

Cost - $10.00

A comprehensive work in the field

Education Daily
Education News Service Division
Capitol Publications, Inc.
2430 Pennsylvania Ave., N.W.
Washington, D.C. 20037

Subscription - $240.00

An independent daily news service covering national items of interest to educators.

Education Funding News
Education Funding Research Council
752 National Press Bldg. N.W.
Washington, D.C. 20045

Subscription - $96.00 per year
Associate

A weekly publication which updates congressional and HEW action and indicates how to obtain available funds.

Education U. S. A. and Washington Monitor
National School Public Relations Assn.
1801 N. Moore Street
Arlington, Virginia 22209

Subscription - $34.00 per year

A weekly newsletter (September - May) with authoritative information on legislation and funding sources for all levels of education. Two summer issues, July and August.

Effort
Committee for Full Funding of Education Programs
148 Duddlington Place, S.E.
Washington, D.C. 20003

Subscription - $100.00

Digest of information on education appropriations as it progresses from subcommittee to the floor in both houses. (8-10 times a year.)

Federal Aid Information Services
National School Public Relations Assn.
1801 Moore Street
Arlington, Virginia 22209

Subscription - $90.00 per year

A guide for school district administrators which focuses on legislative outlook, opinions and trends in federal fundings. Capsules articles and information on funding from the Federal Register, Washington Monitor, and Federal Aid Fact Book. Reports changes in administrative procedures and their impact on administrators.

Federal Aid Handbook
The University of the State of N.Y.
The State Education Department
Division of Educational Finance
Albany, New York 11230

Cost - Free

Includes excerpts of the various federal aid to education laws and provides detailed guides to program rules, regulations and procedures. Also, includes information on state categorical special aid to educational programs and data on the distribution and allocation of federal funds to New York State local educational agencies.

Federal Circular A-95
Intergovernmental Division, OMB
Executive Office Building
Washington, D.C. 20503

Cost - Free

Clearinghouse procedures.

Federal Circular A-95: What It Is and How It Works
Intergovernmental Division, OMB
Executive Office Building
Washington, D.C. 20503

Cost - Free

Describes the concept behind the A-95 Clearinghouses and thoroughly explains the Project Notification and Review System.

Federal Funding Guide 1977
Education Funding Research Council
752 National Press Bldg., N.W.
Washington, D.C. 20045

Cost - $19.95

A comprehensive book containing basic information about federal aid programs and the techniques for obtaining federal education funds.

Federal Management Circular 74-7
Publications, OMB
Executive Office Building
17 St. & Pennsylvania Ave., N.W.
Washington, D.C. 20006

Cost - Free

Better known as OMB Circular A-102 and as Part 100 of the Federal Register. It imposes uniform administration standards for assistance to state and local governments.

Federal Register
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Subscription - $50.00

A daily document listing all proposed federal regulations and major presidential proclamations. Of major importance in monitoring guidelines and closing dates for proposals.

Ford Foundation Letter
Ford Foundation
320 East 43 Street
New York, N.Y. 10017

Subscription - Free

Activities and grants of the Ford Foundation.

Foundation Directory, Edition 5
Columbia University Press
136 South Broadway
Irvington, New York 10533

Cost - $30.00
Includes Supplements

Edition 5 lists more than 2,500 foundations. The main section of the volume, the descriptive directory, arranged by state, contains an entry for each of the foundations which includes information concerning purpose, financial data and the names of officers and trustees.

Foundation Grants Index
Columbia University Press
136 South Broadway
Irvington, New York 10533

Cost - $15.00 per year

Annual compilation of grants awarded by some 260 of the nation's largest foundations. It lists grants of $5,000 or more.

Foundation News
Council on Foundations
888 7th Avenue
New York, New York 10019

Subscription - $20.00 per year

A bimonthly magazine aimed at activities of private foundations. Lists grants by major categories. Grants must be over $10,000 in order to qualify for reporting. The Foundation Library Center is itself a valuable source of information on foundations. It maintains files on about 18,000 presently active foundations.

Fundraising From Bake Sale to Grant
Funding Information Service
Junior League of Washington, Inc.
3039 M Street, N.W.,
Washington, D.C. 20007. 1974

Cost - $1.00 (paperback)

Surveys fundraising techniques, proposal writing, budget preparation, and legal groundwork for incorporation under tax exempt status.

Grant Writing Made Easy
William J. Hill
Grant Development Institute
2140 South Holly
Denver, Colorado 80222. 1973

$3.50 single copy
$2.50 each for five or more copies

Sections on easier proposal writing, twenty ways to improve your writing skills, and how to pre-evaluate your proposal.

Grants Administration
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost - $15.70

A manual issued annually by the U.S. Department of Health and Welfare listing all major grants policies. Considered an absolute necessity.

Guide to O.E. Administered Programs
Fiscal year 1975
American Education
P.S. 500
Bryans Road, Maryland 20616

Cost - Free

Lists programs administered by U.S. Office of Health, Education and Welfare, who may apply and type of assistance offered.

HEW Now
U.S. Department of Health, Education and Welfare
330 Independence Avenue
Room 5313
Washington, D.C. 20201

Subscription - Free

A bimonthly newsletter for employees of HEW. A good source of information covering all department programs, personnel changes, awards and major publications of the agency.

How to Get Your Fair Share of Foundation Grants
Public Services Materials Center
104 East 40th Street
New York, New York 10016. 1973

Cost - $12.00

Discusses foundations in the 70's, what foundations expect, researching foundations, appointments and approaches, and writing a proposal.

How to Write Successful Foundation Presentations
Joseph Dermer
Public Services Materials Center
104 East 40th Street
New York, New York 10016. 1972

Cost - $8.95

Step-by-step instructions in writing foundation presentations, together with examples of grant-winning proposals. Subjects include writing appointment letters and preparing presentations for general operating funds, special projects, and capital funds.

Inside Education
The University of the State of N.Y.
The State Education Department
Albany, New York 12224

Subscription - Free to schools, colleges and community leaders

Bulletin of the New York State Education Department. Contains articles of interest to educators regarding school programs in the State including occasional funding information.

Research in Education
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Subscription - $38.00 per year

An index and abstract of the ERIC (Education Resources Information Center) system. Identifies educational research of interest. A useful tool for the proposal writer.

School Financial Aid Bulletin
The University of the State of N.Y.
The State Education Department
Division of Educational Finance
Albany, New York 12224

Cost - Free

Provides important information on grants and such financial matters as monthly cash ceilings for federal funds, due dates for final expenditure reports, social security rates, carry-over of federal funds. An important and basic publication.

Seeking Foundation Funds
David Church
National Public Relations Council of Health and Welfare Services, Inc.
419 Park Avenue South
New York, New York 10016. 1966

Cost - $2.25 (paperback)

Provides information on foundations -- history, types, functions, fields of interest, best approaches, applications, and professional assistance.

Sources of Information on Funds for Education - An Annotated Bibliography
Division of Continuing Education
Extension Hall Annex
University Campus
Corvallis, Oregon 97331

Cost - $4.00

This booklet is an annotated listing of materials that community school district staff will find extremely useful. Lists a large number of booklets free for the writing.

SOURCES OF INFORMATION ON PROPOSAL WRITING AND FUNDS FOR EDUCATION (Cont'd.)

The Bread Game
Glide Publications
330 Ellis Street
San Francisco, Calif. 94102. 1973

Cost - $1.95 (paperback)

Contains chapters on foundations, the proposal, sponsors, suggested accounting procedures, and reporting on a grant.

The Chronicle of Higher Education
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Cost - $21.00 per year - 42 issues

Covers a wide range of material related to post-secondary education: federal and state appropriations, foundation grants, court cases, complete texts of important reports, Washington news and coverage of major meetings. Newspaper format.

The Grantsmanship Center News
Grantsmanship Center
1015 West Olympia Blvd.
Los Angeles, Calif. 90015

Cost - $15.00 per year - 8 issues

A magazine dealing with both private and public funding. Includes "how to" articles as well as news on deadlines and new grant programs.

U.S. Code: Congressional and Administrative News
West Publishing Company
50 West Kellogg Boulevard
St. Paul, Minnesota 55102
or
West Publishing Company
170 Old Country Road
Mineola, Long Island N.Y. 11501

Cost - $87.00 per year

A set of booklets issued periodically listing current legislation, discussions, and presidential messages. A basic reference source.

United States Governmental Organization Manual
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

This annual directory lists the organization of governmental departments and lists their functions. Valuable as a reference source.

FEDERAL SUPPORT FOR EDUCATION

When we think of federal support for education, most of us think of the United States Office of Education (USOE). If you study the Catalog of Federal Domestic Assistance, however, you will find that there are many other federal agencies that have a great deal to offer a school district.

Listed below is a group of such federal agencies that administer programs which may impact on school activities.

ACTION

CIVIL SERVICE COMMISSION

COMMUNITY SERVICES ADMINISTRATION

DEPARTMENT OF AGRICULTURE

DEPARTMENT OF DEFENSE

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

DEPARTMENT OF THE INTERIOR

DEPARTMENT OF JUSTICE

DEPARTMENT OF LABOR

DEPARTMENT OF TRANSPORTATION

ENERGY RESEARCH AND DEVELOPMENT ADMINISTRATION

GENERAL SERVICES ADMINISTRATION

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

NATIONAL FOUNDATION ON THE ARTS AND THE HUMANITIES

NATIONAL GALLERY OF ART

NATIONAL SCIENCE FOUNDATION

SMITHSONIAN INSTITUTION

By consulting the Catalog of Federal Domestic Assistance you will find detailed descriptions of grant-in-aid programs under the aegis of these and other federal agencies which provide support to local education.

According to the GRANTSMANSHIP CENTER NEWS------

NEW FEDERAL CATALOG IS OUT
(But It May Not Be New By the Time You Get It!)

The latest Catalog of Federal Domestic Assistance (1977 edition) is now available. Despite certain shortcomings in timeliness and completeness, the Catalog remains the "bible" for those seeking grants from the federal government.

The new edition costs $18 and can be ordered (prepaid) from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

A REVIEW OF THE 1977 CATALOG OF FEDERAL DOMESTIC ASSISTANCE

The new 1977 Catalog of Federal Domestic Assistance (which is actually used during fiscal year 1978) includes several significant improvements, many of which were suggested two years ago by the NEWS. The Catalog is the basic source of information for those seeking assistance from the federal government.

In size, appearance and number of assistance programs included (1,046) this year's edition does not appear very different. What is new, however, is 10 pages of excellent material on how to use the Catalog, as opposed to two very inadequate pages in past years. Other welcome additions include a new index and new appendices.

The 1977 introductory material also includes a list of procedures a grant seeker should follow in applying for assistance, which will be invaluable to those unfamiliar with the process and useful to those who have had considerable experience with it. Another addition is a description of the various Office of Management and Budget (OMB) and Treasury Department circulars that impose certain requirements on many of the assistance programs described in the Catalog.

However, some problems with the information included in the Catalog have not been corrected, and perhaps could not be without legislative action. The Catalog is published by a small staff in OMB, with the heart of the Catalog - program descriptions - being written by the administering agencies. As a result, the adequacy and accuracy of the descriptions vary. Thus, the Catalog must be regarded as a starting point and not the final word.

Another thing that has not been improved is the time lag between when the information was compiled and when you read the descriptions. Thus, contact names, deadlines, financial information and other critical facts are often out-of-date. You have to double-check with the administering agency, a step the new Catalog acknowledges as necessary.

The time lag is particularly critical in relation to financial information. When program descriptions are submitted to OMB (around March) funding for most of the programs has not yet been appropriated. Often the amount of money available is underreported for two reasons: it is easier for the agency to deal with applicants when it has more money than expected, rather than vice versa; and, in past years, the Democratic Congress often appropriated more money than a Republican president had called for in the budget. The key is keeping in contact with the agency so that you know when extra money becomes available.

But while the information in the Catalog is not always accurate, access to it has been improved by the additional index and the improved appendices. The new index lists programs from which private nonprofit organizations are eligible to receive assistance directly. Previously there were eligibility indices only for individuals and state and local governments. Remember, however, that while private nonprofits may not be eligible to receive funds from a certain program directly from the federal agency, they may be able to receive the same funds by applying to a state or regional agency.

The subject index also appears to have been expanded, though in using it you still have to be sure to look under every possible subject heading, and even then you can't be absolutely certain that you have identified every

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program that may be of interest to you.

The primary improvement in the appendices basically consists of a reorganization. Before, the programs that were subject to the requirements of various management circulars (the proposal review process mandated by Circular A-95, the uniform standards for the administration of grants to state and local governments imposed by Circular 74-7) were listed independently. Now, there is one chart that makes it easy to determine all of the federal requirements a particular program is subject to. Like many of the improvements, this change makes researching just a little bit easier, which is appreciated.

The only problem with this appendix again involves timeliness. New circulars that impose uniform standards on assistance to private nonprofit organizations are not included in the chart.

There are two new appendices, one of which is helpful; the other, redundant. The helpful one is the Authorization Appendix, which tells which programs are authorized by what legislation. If you know about a particular piece of legislation but don't know which programs it authorizes, you can find out by using this appendix.

The less relevant appendix is a list of deadlines for all programs. This information is included in the program description and it is organized in exactly the same way in the appendix (by program number). The deadline information is one of the primary weaknesses of the Catalog, because many deadlines are inaccurate and many more have not been determined by the time the Catalog is published.

Another useful appendix is the list of regional and state offices of federal agencies, though this is not new.

One omission from the Catalog is any mention of FAPRS (Federal Assistance Program Retrieval System), the computerized system for providing information about many federal assistance programs. The system is not yet fully operational and access is somewhat limited (a bill that would make it operational is pending), but since it can be useful to many people looking for federal funds it should have been explained.

Another problem that has not been remedied in the new edition is how long it takes to get a Catalog. A few years ago it was available in all federal bookstores, but now it can only be purchased from the Government Printing Office in Washington. Expect to wait.

The new Catalog notes a number of places you can go to see and use the Catalog, including congressional offices, federal agency offices, many state and local public agencies, Federal Information Centers (check your phone book), federal Regional Councils and depository libraries for U.S. government publications (check with your local library).

APPLICATION PROCEDURES

FOR OBTAINING FEDERAL ASSISTANCE

This is a list of steps applicants should generally follow once a program that seems to be a potential source of assistance has been identified. Some steps vary depending on the type of applicant. This checklist of steps is adapted from the Catalog of Federal Domestic Assistance.

- Check the "Applicant Eligibility" section of the program description or the appropriate Applicant Eligibility Index to determine eligibility.

- Determine whether the program offers financial or nonfinancial assistance.

- Contact the agency (regional or local office first, if the agency has one) to find out the current availability of funds and the likelihood of receiving funding within a given period. (Information about regional and local offices is found in some program descriptions, but primarily in Appendix IV of the Catalog.)

- Find out if there are any restrictions on the use of program funds.

- Find out if there are any restrictions placed on the time permitted to use funds awarded, and the timing of disbursements (quarterly, as required, etc.)

- Find out whether funding decisions are made at the headquarters, regional or local office level.

- Request recently published program guidelines and material.

- Discuss preapplication and application procedures: Find out if a preapplication conference is required.

- Find out the necessity of having preapplication coordination or prior approval with state, local or other nongovernmental units prior to submission of applications to the funding agency.

- Find out if a state plan is required, the date of submission, federal office to receive it and whether there is financial assistance available for preparing the plan.

- Find out if the "Notification of Intent" to apply for assistance must be reviewed by both state and area-wide clearinghouses in accordance with Circular A-95, and the location of the clearinghouse (in the area where the project is located), not the location of the applicant).

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APPLICATION PROCEDURES FOR OBTAINING FEDERAL ASSISTANCE (Cont'd.)

- Obtain written instructions on the A-95 procedures from the funding agency.
- Obtain preapplication and application forms from the funding agency.
- Where necessary, get assistance from the funding agency in preparing the application forms.
- Find out the deadline date for submission of application to the funding agency.
- Find out how long it usually takes for the application to be processed by the funding agency.
- Find out if the program is subject to FMC 74-7, FMC 74-4, OMB Circular A-110, OMB Circular A-111 (joint funding) or other federal agency circulars. Find out if environmental impact information or an environmental impact statement is required for the program.
- Find out whether there are matching requirements that must be met and whether they should be cash or in-kind contributions.
- Find out what kind of reports and records will be required to be maintained or retained.
- Find out the type and frequency of audits required.
- Find out if there are renewals or extensions of applications and the procedures for such.
- Finally, applicants should adhere to the requirements of each program prior to the submission of an application for assistance. Applicants should submit all preapplication and application forms to the federal funding agency at the headquarters, regional or local level as appropriate except those federal formula grants administered by state agencies (which have final approval over sub-grants with no requirement to obtain federal agency concurrence) and applications for joint funding projects which are submitted to the appropriate Federal Regional Council for coordination with participating federal agencies. Applicants may write, telephone or visit the office directly to initiate the process of application.

Commerce Business Daily

(--HOW TO USE IT)

The Commerce Business Daily is meticulously designed, written and edited to make it what could well be the most boring and incomprehensible government publication in the world.

Take for example this enlightening bit of prose, printed in its entirety: "TOURING HISTORICAL DRAMA GROUP, 'We've come back for a little look around.' RFP CX-1100-INV-125, The National Park Service, Harpers Ferry Center, is negotiating with Franklin S. Roberts Associates, Inc., 228 Delaney St. Philadelphia, Pa., 19106 (P069)."

Although the Commerce Business Daily is filled with entries often less edifying than the one above, its syntax is often nonexistent and there are more typographical errors per page than many publications commit in a year, some people wouldn't think of missing a single issue. There's a good reason.

The Commerce Business Daily is Uncle Sam's shopping list. Everything the federal government needs to keep running--from female tree frogs and spaghetti to laser seeker brassboards and training programs in aging--is made known, albeit in garbled fashion, through the pages of the Daily.

As a matter of fact, not only is this Uncle Sam's shopping list, it's his official shopping list. Every request for proposal (RFP) that will exceed $5,000 must be published in the Daily. But it only has to be published once, so the casual reader can miss a great deal.

The Commerce Business Daily is published five times a week, Monday through Friday. Each issue usually runs between 24 and 32 pages, with Monday's issue sometimes slightly larger.

The Monday issue is very important. Without it, the information contained in the Tuesday through Friday issues will be even more confusing than the editing has already made it. Monday contains the "Numbered Notes," a list of some 100 specific pieces of information dealing with grants and contracts announced throughout the week. This information is not repeated. For example, an RFP on Thursday may say simply "see note 24." Unless you have Monday's issue in hand, there is no way to know that note 24 tells you that telephone requests for copies of the RFP will not be honored.

The "Numbered Notes" appear on the last four pages of each Monday issue. Keep these pages handy for reference. It may make the difference between a proper and improper response.

While the Daily is often difficult to understand, it seldom takes long to read. A half-hour a day should be sufficient. To most nonprofit organizations, the first section, titled "services," is the most important. It is here that most RFPs for both basic and applied research are found. Section A ("Experimental, Development, Test and Research Work") under "Services" is most useful, followed by Section H ("Expert and Consultant Services").

In addition to regular RFPs there are at least two other types of announcements that frequently appear in the Daily with which you should be familiar. The first is an announcement of a sole source procurement. Such an announcement indicates that a federal agency is negotiating with one organization which the agency has already determined to be uniquely qualified to perform the necessary work. Such a procedure is

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legal, though the agency must go through an internal process of justifying a sole source procurement and an announcement must still appear in the Daily. (The example of an RFP in this article appears to be a sole source procurement.)

The second special type of announcement is a notice of sources sought. The agency indicates that it has a special interest in a particular field, such as evaluation of mental health programs. By making the announcement the agency hopes to develop a list of qualified contractors in the area. The agency is thus better able to determine the type of projects that could be conducted under contract. The announcement should indicate how potential contractors will be evaluated. Contractors submit a "statement of capability" and those deemed qualified will then receive any future RFPs in the area. (The RFP must still appear in the Daily and anyone can respond. However, the announcement states that some firms have already been determined qualified and it lists those firms.)

One thing you should do when going through the Daily is respond to any announcement that looks even somewhat relevant, as you can usually determine the actual relevance of an announcement only after you have read the complete RFP.

Also check the "Contract Awards" section. This section publishes all contracts made by the government with a value of $25,000 or more. Often statewide or regional awards are made that can provide your agency an opportunity for subcontracting with the organization that has received the award.

The list of surplus government property for sale is also of interest to public agencies and private nonprofit organizations. This section, usually found at the end of each issue (except Monday), can help your agency procure excess government property, often at a fraction of the retail cost.

The rewards for reading the Daily may be slow in coming and is one of the more expensive government publications - $75 a year. Is it worth it? That is something like asking if a map to buried treasure is worth $75. It certainly is, if you find it; it probably isn't if you don't.

-Jack Shakely

A daily list of U.S. Government procurement invitations, contract awards, subcontracting leads, sales of surplus property and foreign business opportunities

The Daily can be obtained from the Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402

SAMPLE APPLICATION FORMS

Key forms included in federal applications, as well as the New York State Education Department ESEA Title IV, Part C application, are included in the following pages. These forms, which have been requested frequently by Center clients, have been included for your convenience and use.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of ESC General Program Planning
ESEA Title IV-C Office
Albany, New York 12234

SAMPLE

ESEA TITLE IV-C APPLICATION

Section I--General Information

Office use only

1. Type of ESEA Title IV-C Grant being requested:

   . Developer..... ☐ Demonstration..... ☐

   . Validation..... ☐

2. This application is being submitted in response to Request for Proposal (RFP) Number..... ☐☐

3. Proposed Project Title: _____

_____

_____

Applicant Information

4. School District: _____
   Legal Name

   _____
   Popular Name

5. Title IV-C Funds Requested ☐

6. Beginning and Ending Dates of Project __/__/__ to __/__/__
   Mo. Day Yr. Mo. Day Yr.

7. Congressional District(s)..... ☐

8. Person Authorized to Receive the Grant: _____

   Title Of Position: _____ Business Phone: (__) _____
   Area Code Number

   Address: _____
   Street City Zip Code County

9. Contact Person: _____ Business Phone: (__) _____
   Area Code Number

   Address: _____
   Street City Zip Code County

I hereby certify that the information contained in this application is to the best of my knowledge correct, and the Local Education Agency named above has authorized me as its representative to file this application:

_____ _____
(date) Signature of Chief School Administrator

INFORMATION ON PROJECT PARTICIPATION

10.

PARTICIPANTS		Pre-Kinder-garten	Grades K-6	Grades 7-12	Other	Total
Pupils Participating Directly in Project	Public					
	Non-Public					
Teachers Participating Directly in Project	Public					
	Non-Public					

11. REVIEW OF LITERATURE (To be completed by Developer Grant Applicants only)

A literature search was conducted at our request by the State Education Department's Education Programs and Studies Information and Service Unit

_____ Yes _____ No (See p. 5, for comments on this service.)

If YES, was the information of _____much value _____some value _____ little value

If NO, what resource was used?_____

Suggestions on how this service might be improved:

12. ESTIMATED BUDGET (1 year) — Total Dollars

1. Personnel (include fringe)- - - - - - - - - - - - - - - - - - - $ _____
2. Contracted Services- $ _____
3. Equipment- $ _____
4. Materials- $ _____
5. Inservice Training (Stipends)- - - - - - - - - - - - - - - - - $ _____
6. Travel- $ _____
7. Other (Specify)_____

_____ _____ $ _____

TOTAL (Place on front page of Application, line 5) $ _____

SAMPLE

ESEA TITLE IV-C ABSTRACT

ABSTRACT: (Limit to one Page)

(The abstract will be used by the Title IV-C office in several ways. Since it will be removed from this application, we ask you to repeat some of the first page)

1. School District _____
   (Popular name and address and county)

2. Title of Project _____

3. Type of Grant: Developer Validation Demonstration
   (circle)

4. Total Budget: $_____

5. Pupils served: _____Number Public _____Number Non-Public

Need Statement Summary:

Major Objectives:

Major Activities:

Major Evaluation Activities:

OMB Approval No. 29-R0218

FEDERAL ASSISTANCE

2. APPLICANT'S APPLICATION — a. NUMBER; b. DATE Year month day 19

3. STATE APPLICATION IDENTIFIER — a. NUMBER; b. DATE ASSIGNED Year month day 19

1. TYPE OF ACTION (Mark appropriate box)
- ☐ PREAPPLICATION
- ☒ APPLICATION
- ☐ NOTIFICATION OF INTENT (Opt.)
- ☐ REPORT OF FEDERAL ACTION

Leave Blank

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
- a. Applicant Name :
- b. Organization Unit :
- c. Street/P.O. Box :
- d. City :
- e. County :
- f. State :
- g. ZIP Code:
- h. Contact Person (Name & telephone No.) :

5. FEDERAL EMPLOYER IDENTIFICATION NO.

6. PROGRAM (From Federal Catalog) — a. NUMBER; b. TITLE

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

8. TYPE OF APPLICANT/RECIPIENT
A-State; B-Interstate; C-Subdivision Distric; D-County; E-City; F-School District; G-Special Purpose District; H-Community Action Agency; I-Higher Educational Institution; J-Indian Tribe; K-Other (Specify): _____
Enter appropriate letter ☐

9. TYPE OF ASSISTANCE
A-Basic Grant; B-Supplemental Grant; C-Loan; D-Insurance; E-Other
Enter appropriate letter(s) [A]

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.)

11. ESTIMATED NUMBER OF PERSONS BENEFITING

12. TYPE OF APPLICATION
A-New; B-Renewal; C-Revision; D-Continuation; E-Augmentation
Enter appropriate letter ☐

13. PROPOSED FUNDING

a. FEDERAL	$	.00
b. APPLICANT		.00
c. STATE		.00
d. LOCAL		.00
e. OTHER		.00
f. TOTAL	$	.00

14. CONGRESSIONAL DISTRICTS OF: a. APPLICANT; b. PROJECT

15. TYPE OF CHANGE (For 12c or 12e)
A-Increase Dollars; B-Decrease Dollars; C-Increase Duration; D-Decrease Duration; E-Cancellation; F-Other (Specify): _____
Enter appropriate letter(s)

16. PROJECT START DATE Year month day 19

17. PROJECT DURATION Months

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY ▶ Year month day 19

19. EXISTING FEDERAL IDENTIFICATION NUMBER

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code) U.S. Office of Education, Application Control Center, ATTN: 13.533, 400 Maryland Ave., SW., Washington, D.C. 20202

21. REMARKS ADDED ☐ Yes ☐ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ▶
a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached:

	No responses	Responses attached
(1)	☐	☐
(2)	☐	☐
(3)	☐	☐

23. CERTIFYING REPRESENTATIVE — a. TYPED NAME AND TITLE; b. SIGNATURE; c. DATE SIGNED Year month day 19

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME

25. APPLICATION RECEIVED Year month day 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
- ☐ a. AWARDED
- ☐ b. REJECTED
- ☐ c. RETURNED FOR AMENDMENT
- ☐ d. DEFERRED
- ☐ e. WITHDRAWN

32. FUNDING

a. FEDERAL	$	.00
b. APPLICANT		.00
c. STATE		.00
d. LOCAL		.00
e. OTHER		.00
f. TOTAL	$	.00

33. ACTION DATE ▶ Year month day 19

34. STARTING DATE Year month day 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE Year month day 19

37. REMARKS ADDED ☐ Yes ☐ No

38. FEDERAL AGENCY A-95 ACTION
a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.

b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)

424-101 (OE Form 295, 10/76)

STANDARD FORM 424 PAGE 1 (10-75)
Prescribed by GSA, Federal Management Circular 74-7

OMB APPROVAL NO. 29-R0218

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1.		$	$	$	$	$
2.						
3.						
4.						
5. *TOTALS*		$	$	$	$	$

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
	(1)	(2)	(3)	(4)	(5)
a. PERSONNEL	$	$	$	$	$
b. FRINGE BENEFITS					
c. TRAVEL					
d. EQUIPMENT					
e. SUPPLIES					
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER					
i. TOTAL DIRECT CHARGES					
j. INDIRECT CHARGES					
k. *TOTALS*	$	$	$	$	$
7. PROGRAM INCOME	$	$	$	$	$

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SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	$	$	$	$
9.				
10.				
11.				
12. TOTALS	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$	$	$	$	$
14. NON-FEDERAL					
15. TOTALS	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	$	$	$	$
17.				
18.				
19.				
20. TOTALS	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES:

22. INDIRECT CHARGES:

23. REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)